

# Montana SCHOOLS

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May/June 1994

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Newsletter of the Montana  
Office of Public Instruction  
Nancy Keenan, Superintendent  
Vol. 37, No. 5

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Hawthorne School in Bozeman  
celebrates children and the arts.

And More . . .

## McAuliffe recipient will study educational technology

Judith Snow relates the follow-  
ing story told by 1960s comedi-  
enne Shelley Berman: Two  
women were in a hospital  
room; one was comatose, the other  
was grieving. The grieving woman  
implored her friend, "What is the  
answer?" The comatose woman  
raised her head, opened an eye, and  
responded, "What was the ques-  
tion?"

"In education," says Snow, "we,  
too, need to first ask the questions."

Snow, who is this year's Montana  
recipient of the Christa McAuliffe  
fellowship, intends to spend her  
fellowship year exploring "the  
questions" related to educational  
technology. She will study at  
Harvard University, where she has  
been accepted into a program that  
investigates the "quality and effects  
of education with computers,  
television, and other technologies."

Snow, who serves as systems  
librarian/classroom technology  
consultant at East and North middle  
schools in Great Falls, plans to use  
her Harvard experience to enhance  
technology in education throughout  
the Great Falls district. As a leader  
in technology education who is in

**"We need the time to  
reflect, question, and  
study the role of  
technology in  
education."**

contact with all levels of students,  
including those with emotional,  
learning, economic, and ethnic  
disabilities, as well as gifted and  
talented students, she believes her  
fellowship project will have a  
positive impact on all Great Falls  
students.

Snow helped created an across-  
the-curriculum computer program  
at North Middle School that became  
the model for other schools  
throughout the district. In 1990, she  
started the technology program at  
C.M. Russell High School. As a  
member of the district's technology  
inservice team, she trains teachers,  
administrators, and clerical and  
custodial staffs.

"Our district has made a genuine  
and credible effort to use technol-  
ogy, but the speed of technology  
itself forces impulsive, unreflective  
decisions," Snow says. "We need  
the time to reflect, question, and  
study the role of technology in  
education. The Harvard program  
provides the opportunity for me to  
partake in those activities and  
convey them to my colleagues and  
students."

The Christa McAuliffe Fellowship  
is a federally funded program  
honoring the late Sharon Christa

McAuliffe, the teacher who served  
as an astronaut on the Challenger  
Space Shuttle in 1986.

The program provides outstand-  
ing teachers with fellowships that  
enable them to continue their  
education, develop innovative  
programs, and engage in other  
educational activities that will  
improve the knowledge and skills  
of teachers and the education of  
students. Recipients must teach in  
their present school district for at  
least two years following comple-  
tion of the fellowship.

empowering them with knowledge  
about their strengths and providing  
them with resources to overcome  
their weaknesses. L.E.A.P. aims to  
provide these resources by locating  
current research on specific learning  
disorders; developing a resource  
library for parents, teachers, and  
students; compiling a directory of  
resources and organizations;  
providing training; and purchasing  
equipment to enhance student  
learning options.

"I have dealt with hundreds of  
intelligent students who have

HAPPY SUMMER! SEE YOU NEXT FALL!



### L.E.A.P.ing forward

Montana's McAuliffe recipient for  
1993-94 was Mary Ann Gildroy of  
Central Elementary School in  
Roundup. Gildroy used her fellow-  
ship to develop the L.E.A.P. project  
(Learning that Exceeds Accepted  
Possibilities), which Gildroy created  
along with a team of teachers and  
parents.

The goal of L.E.A.P. is to help  
students with learning disorders  
gain insights into their problems by

suffered defeat and failure in the  
classroom and needed special help  
to succeed," Gildroy says. For the  
past decade, Gildroy has researched  
and implemented teaching tech-  
niques to enhance student learning  
in her classroom. In 1985, she  
developed a workshop called "The  
Colors of My Rainbow," which  
introduces parents and educators to  
learning styles and the concept of  
multiple intelligences. ■



## Message from Nancy Keenan

**T**he unimaginable happened this April. One child shot and killed another child on a school playground—not in Chicago or Los Angeles, but in Butte, Montana.

A 10-year-old boy felt such rage, confusion, and hopelessness that violence seemed his only recourse. An 11-year-old boy named Jeremy happened to be in the line of fire. Two lives were senselessly lost.

This tragedy shocked the entire state, especially the education community. Many of us feel a sense of lost innocence, a sense that "the world" has caught up to us. For those of us at the Office of Public Instruction, the tragedy is even closer to home. Jeremy was the grandson of our Deputy Superintendent, Jack Capps.

If there is anything positive to be derived from such a disaster, perhaps it is this: that we rededicate ourselves, with renewed devotion, to improving the condition of children in our state and our nation. The problems children face sometimes seem overwhelming. But we cannot allow ourselves to be overwhelmed. We must continue working with our communities and our leaders at local, state, and national levels to help solve those problems. Let us also resolve to teach children that violence is no way to settle a dispute.



I commend Principal Kate Stetzner and her staff at Margaret Leary School for handling this tragedy with tremendous professionalism and compassion. Even though they were under enormous emotional duress personally, they continually kept their focus on the school children. Thanks to their competence, and the help of the entire Butte community, life at Margaret Leary School will eventually return to normal, although all of our lives are forever changed by this incident.

The events at Margaret Leary School illustrate the importance of being prepared for a crisis. We don't want think of such a tragedy, or any tragedy, as ever happening again in one of our schools. However, the unexpected does happen. That's an inescapable fact of life. We must expect the best but prepare for the worst. It is vitally important that schools have a crisis plan in place *before* a crisis occurs. Fortunately, Margaret Leary School did have such a plan. If your school does not have a plan, the Office of Public Instruction has resources that can help you develop one. You are welcome to call our Health Enhancement Division at 444-2086 for more information.

More than ever, I am reminded that for some children, their teachers and schools are the only stabilizing influences in their lives. That reality puts a tremendous burden on you, as educators. I know how difficult your job can be. No job in the world asks more of a person. Day after day, you give the full measure. Thank you for all you give to children.

I hope the summer brings you well-deserved rest, peace, and time for reflection. Before we know it, it will be fall, and the children will be needing us again.

*Nancy Keenan*

## Certification update

### Counselor preparation option

At its March 1994 meeting, the Board of Public Education approved the Class 6 "specialist" certificate for those who complete a master's degree program that includes guidance and counseling K-12 preparation. Under the specialist certificate, it is not necessary to show evidence of a teacher preparation program or the teaching experience required under the Class 1 or 2 teaching certificate.

This "specialist" option for school counselors, as in the case of school psychologists—the original Class 6 specialist endorsement—does not qualify the holder for tenure. Also, this five-year certificate requires graduate-level content for renewal in addition to at least one year of experience in the specialist's field.

It is possible for a teaching-based certificate holder to have either (or both) a teaching or a specialist certificate endorsed in Guidance and Counseling (K-12), if all requirements are met. It is not possible for a non-teaching based school counselor to qualify for the teaching certificate. Administrators will likely assume that those with the Class 6 certificate endorsed in school counseling do not have a teaching background.

For more information, contact Judy Birch, Office of Public Instruction guidance and counseling specialist (444-5663), or the OPI Certification Division (444-3150).

### New category of certificates

An area of "Permissive Special Competency" ("PSCs," as they may

be called) will be available this spring to those who qualify under standards adopted by the Board of Public Education for early childhood education. The PSCs are a form of recognition on a teaching certificate for special preparation, in an area approved by the Board, that meet the standards established for the approved program. At this point, only early childhood has had standards approved for this category of recognition.

A PSC displayed on a teaching certificate will not authorize the teaching of a subject required under accreditation rules. These are not "endorsements" to a certificate; rather, they are informational only. Minimum requirements for PSCs will normally fall within the credit requirements of minors in a field of study. The rule adopted by the Board at the recommendation of the Certification Advisory Council is as follows:

10.57.110 AREA OF PERMISSIVE SPECIAL COMPETENCY (1) A holder of a Montana teaching certificate may apply for a statement of specialized competency to appear on the certificate. A certificate holder may qualify for a statement of competency by the completion of a minimum of 20 semester college credit hours or equivalency in a specific academic area as approved by the Board of Public Education.

For more information, contact the Certification Division at the Office of Public Instruction (444-3150). ■

—Don Freshour, Director, Teacher Education and Certification, OPI

## Eisenhower applications available

The 1994-95 Dwight D. Eisenhower (DDE) Mathematics and Science Education grant applications are in the process of being sent out to all school administrators. Completed applications are due at the Office of Public Instruction postmarked by July 1, 1994. PLEASE RETURN THEM BY CERTIFIED MAIL.

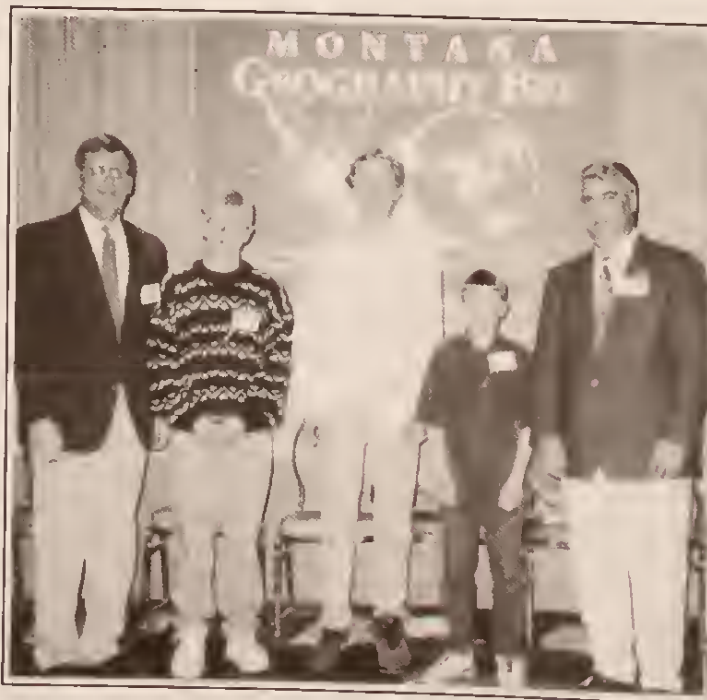
If you are interested in applying and your administrator has not received an application by May 15, 1994, or if you have any questions regarding this funding program, please contact Jamie Dziak, program assistant, Office of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501 (444-2086).

## 1994 Montana State Geography Bee

The annual state Geography Bee was held in Helena this April. Anders Knospe of Chief Joseph Middle School in Bozeman took first place; he will compete in the national competition in Washington, D.C., this May.

From left to right:

- Larry Fink of Hysham, one of the organizers of this year's Bee;
- second-place winner Brant Beyer, grade 8, Whitewater Junior High, Whitewater (teacher: Mike Beyer);
- first-place winner Anders Knospe, grade 8, Chief Joseph Middle School, Bozeman (teacher: Diane Schroeder);
- third-place winner Chauncey Mehn, Grade 6, Libby Middle School, Libby (teacher: Dave Stephenson);
- Jack McLeod of Kalispell, moderator of the final round



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# OPI launches new regional services plan

In an effort to improve the services it provides to Montana educators and schools, the Office of Public Instruction has launched a new regional services plan.

The plan calls for assigning an OPI staff member to each of the state's nine regions. The staff members will act as liaisons between the regions and OPI. These nine regions are defined by the Montana Association of School Superintendents (MASS).

A volunteer committee comprised of OPI staff and several Montana educators has worked since January to develop the regional services plan. According to State Superintendent Nancy Keenan, the goal of the plan is "constant improvement of services, relationships, and communication between OPI and Montana teachers, administrators, clerks, other school staff, parents, and trustees."

The ultimate purpose of the project, added Deputy Superintendent Jack Copps, "is to reach out to all the children in every classroom in this state."

To help OPI learn more about the services educators need and want, the nine OPI regional coordinators will attend regular MASS meetings in their assigned regions.

"For the most part, the coordinators' job is to listen," said Keenan. "They won't try to solve all the problems or answer all the questions they encounter at regional meetings. Rather, they will relay concerns, questions, and requests to the appropriate OPI division administrators, who will be responsible for follow-up."

The coordinators won't be the only line of communication between OPI and the people in the field, Keenan emphasized. "People will still work directly with individual staff at OPI just as they always have done. We are simply opening an additional avenue of communication."

## Stopping by the office

In a state as large as Montana, it makes sense to work with regional superintendents as an additional conduit to teachers and other school personnel, according to Copps.

"The process is similar to the sign you find at most school doors that says, 'Visitors please stop by the office,'" said Copps. "With this plan, we're 'stopping by the office' on our way to the classroom by working initially through superintendents."

The regional services plan also calls for making sure educators are aware of the services available from OPI. "I'm proud of the excellent services OPI provides," Keenan said. "However, when we hear teachers say they didn't know OPI provided this or that service, we realize we need to do a better job of letting people know what's available through OPI."

The regional plan has the potential to streamline operations, according to Keenan. "In light of recent legislative cuts to OPI's operating budget, it will take some creativity to continue providing high-quality

services while staying within a smaller budget," she said. "We believe the regional approach will improve efficiency by allowing us to coordinate training, curriculum development assistance, and other services on a regional basis."

Keenan, Copps, and the nine regional coordinators attended the statewide MASS meeting in March to explain the plan to superintendents. To date, regional coordinators have visited all of the MASS regional meetings except one. According to the coordinators, the plan has been received with considerable enthusiasm.

"By law, OPI is still required to be a regulatory agency," Keenan said. "We still have that legal responsibility in areas such as accreditation, certification, and financial reporting. However, we have an equally important role to serve. That's what this regional plan is all about."

Watch for more information on the regional services plan in the fall issue of Montana Schools. ■

## OPI regional service coordinators

Northwest: Madalyn Quinlan  
Western: Marion Reed  
Four Rivers: Susan Bailey  
North Central: Rick Chiotti  
Hi Line: Barbara Yahvah  
Central: Sue Dandliker  
South Central: David Huff  
Northeast: Bob Parsley  
Southeast: June Atkins

## KUDOS!

### Congratulations to the following:

The Chapter 1 program at Bozeman's Chief Joseph Middle School has been selected to receive the Chapter 1 National Recognition Award.

Harlan Coverdell of Capital High School in Helena was named Montana's Outstanding Biology Teacher of the Year by the National Association of Biology Teachers.

Cynthia May Doore of Brown- ing, Jane Crawford of Kalispell, Gordon Hahn of Glasgow, and Randy Carspecken of Whitefish are winners of the presidential awards for excellence in science and mathematics teaching.

Duane Gebhardt of Cascade High School was named a regional winner of the Ford New Holland National Vocational Agriculture Teachers Association Outstanding Agriculture Education Teacher Award.

Douglas Cochran-Roberts, school psychologist and primary school counselor in Corvallis, received the Montana School Psychologist of the Year award from the Montana Association of School Psychologists.

# Prereferral process seeks to avoid the stigma of labeling children

From the passage of Public Law 94-142 in 1975 until the mid-1980s, the number of children in the United States identified as having mild disabilities increased and the need for providing special education services grew. There have been suggestions from legislators, special and regular educators, and members the general public that children were being identified and labeled

sion of Special Education, has been promoting prereferral practices as part of its technical assistance Individual Education Plan (IEP) training. It is recommended by current federal law and state rule that students having difficulty in regular education be referred to a prereferral team. The underlying assumption is that a prereferral process will decrease the number of

unnecessary special education evaluations and ensure that students who are referred for special education really do have potential disabilities.

## Prereferral in Montana

In an effort to assess the status of prereferral in Montana, a survey was sent by the authors of this article to all Montana special education directors in the spring of 1993. Respondents



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needlessly.

Throughout the two decades during which special education mandates have been in place, studies have been conducted which imply that children who are referred for special education will almost surely feel the stigma of being labeled.

There was particular concern that children from minority backgrounds, for whom standardized tests were inappropriate, were being identified as having deficits rather than differences. Subsequent research on various cultural and linguistic groups indicated that disproportionately high numbers of children from minority backgrounds were being placed in special education.

This body of research, along with dwindling financial resources for special education, resulted in proposals for prereferral intervention activities.

For several years, the Montana Office of Public Instruction, Divi-

were asked to answer five questions and complete a chart. Questions addressed 1) whether a prereferral process was used, 2) reasons for not using the process if it was not being used, 3) composition of the prereferral team, 4) role of special education in the process, and 5) description of the prereferral activities. Information about the number of referrals before prereferral activities, number of students completing the prereferral process, number of referrals remaining after the process, and number of students placed in special education subsequent to prereferral intervention was recorded on the chart.

Of the 69 surveys sent, 29 (42 percent) were returned. The majority of surveys indicated that most districts or cooperatives do have a prereferral process (24 of the 29 returned, or 83 percent). Various reasons were given by the 17

(Continued on page 4)

## Montana participates in Education Data Fellows Program

Cheri Bergeron, resource librarian at the Office of Public Instruction, has been selected as a fellow to participate in the National Center for Educational Statistics Cooperative System Fellows Program in May.

The National Center for Educational Statistics (NCES) of the U.S. Department of Education sponsors this program to improve the quality, timeliness, and comparability of education data and to improve cooperation among local, state, and higher education agencies and the federal government.

The program includes a week of training and technical assistance, which will be delivered at the NCES offices in Washington, D.C. About 30 program participants gather in May and November of each year to become familiar with the operation of the NCES and to enhance their capabilities in collection, reporting, and using education data. Dr. Dori Nielson, education analyst at OPI, participated in the fellows program in 1991.

The cost of travel, housing, and expenses for the participants is provided by the NCES. ■



## OPI applies for service learning funds

The Office of Public Instruction has applied for a three-year grant under the federal Learn and Serve America program (formerly called Serve America). If the grant proposal is funded, Montana would be eligible for \$66,000 for school-based K-12 service learning the first year, to be administered by OPI. That amount would be expected to double for the second year of funding. The Montana Advisory Council on Community Services would match the grant with \$20,000.

### Goals and objectives

The mission of the "Learn and Serve Montana" proposal is to develop and sustain a high quality, coordinated system of school-based service learning programs.

The long-range goal is to meet Montana's education, public safety, human, and environmental needs through a coordinated system which supports community self-help, while providing public and private school students with experiences that strengthen their academic learning and contribute to their personal growth.

The objectives for the first year of funding are to coordinate state resources and to develop four model programs representative of a diverse range of schools and communities.

The objectives for years two and three are to develop 12 new local programs each year and to maintain the model programs so that at the end of the project period, 28 school districts will have incorporated

strong, sustainable service learning systems. The project also aims to expand the number of programs meeting excellence criteria through a system of state validation and recognition.

### Proposed activities

First-year activities include inter-agency planning and promotion, designing local program criteria and a state validation procedure, appointing an advisory committee and a "Kids' Council," training and technical assistance, and peer evaluation of funded local programs.

Activities for years two and three include providing training and technical assistance to funded programs, publishing a user handbook for incorporating service learning into the K-12 curriculum, program assessment, outreach, and dissemination activities such as resource sharing and peer training.

### Expected results

This project will result in a continually expanding state service learning system. This system will consist of coordinated state resources and training, which will support a network of local service learning programs. By combining innovative strategies with proven practices, the project will address community needs while incorporating service learning into the academic curricula of schools statewide.

For more information, contact Linda Vrooman Peterson, OPI (444-5726). ■

## Prereferral process seeks to avoid labeling

(Continued from page 3)

percent who do not use prereferral. These ranged from lack of credence in the practice to current prereferral process development.

Composition of the prereferral teams varies. Most districts and cooperatives include regular education teachers and the principal. Many include both the special education teacher and the school counselor. A few indicated that the school psychologist, other specialists, and the parents participate. Special education teachers who assist with the process play a variety of roles, including being a standing member, a committee chair, a case manager, or "on call."

Most of the prereferral processes described were similar: A teacher refers a student to the prereferral team. The team convenes to discuss

Although touted as sound educational practice, regular program intervention prior to special education referral remains to be fully implemented in Montana. While many districts are attempting to implement a prereferral process and have an appropriate team in place, they appear to need the following assistance:

- 1) a menu of prereferral models from which to choose the process most appropriate for the district's individual needs;
- 2) a menu of prereferral strategies and suggested timelines for use with referred children; and
- 3) a means of keeping records in order to document consistent use of the process, as well as results of prereferral strategies.

### Recommendations

We have several recommendations which may help schools in their prereferral efforts.

First, the prereferral team should be composed of regular classroom teachers. This empowers regular teachers. While it seems logical to place special education teachers and other specialists on the team, to do so mimics the multidisciplinary assessment team. Research on prereferral strongly suggests that empowering regular teachers to form the prereferral teams results in fewer youngsters being placed in special education. It also appears to result in more positive attitudes toward the children on the teachers' part and better academic progress on the children's part.

Regular classroom teachers have a great deal of experience in reaching hard-to-teach youngsters, although they frequently do not recognize their own expertise. The presence of special education personnel on a prereferral team has often resulted in regular education teachers deferring to the "experts," losing the child as a regular education student, and placing more students in special programs. It is, therefore, recommended that prereferral teams be composed of regular classroom teachers who want to be engaged in the process, with special education personnel available only for consultation.

Second, we suggest that the team be made up of individuals who have an interest in the process. The team should include veterans who are well known and respected by their fellow teachers, as well as enthusiastic beginning educators. Team members should have a variety of strengths and interests. For example, the team might include teachers with expertise in different academic areas and specialty subjects (for example, bilingual education, music, art, or physical education). This will ensure that the child is viewed from many different perspectives.

Finally, for prereferral activity to be worthwhile, we strongly recommend that accurate and detailed records be kept. These records



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the student's needs and possible intervention strategies. The chosen interventions are implemented, and results are logged or recorded in some way. The team reconvenes to review effects of the strategies. Further interventions are suggested, or the student is referred to special education.

The process described above is the basic structure of Project Ride, which was written and piloted in Great Falls. Some special education personnel in Montana have been trained to use Project Ride, and many districts and cooperatives have Ride materials available for their personnel to use.

Respondents' information about prereferral activities and their effects was somewhat confusing. Nine respondents who reported using a prereferral process said that no records were kept. Some respondents provided information for only the 1991-92 school year. Several provided information for two years. Others included records for three or more years.

The survey information does not demonstrate effectiveness of the prereferral process for several reasons. First, information received was sketchy. Second, the survey's instructions on how to complete the charts were not clear, so chart completion was not consistent among districts. It seems that records of prereferral activity, as currently kept, are not helpful.

(Continued on page 16)

## Attention Deficit Disorder

### Part 2 of 2: Accommodating the ADD student in the classroom environment

Children and youth with attention deficit disorder (ADD) often have serious problems in school. Inattention, impulsiveness, hyperactivity, disorganization, and other difficulties can lead to unfinished assignments, careless errors, and disruptive behavior.

Through the implementation of relatively simple and straightforward accommodations, teachers can adapt to the strengths and weaknesses of students with ADD. The most effective classroom environment for meeting the needs of students with ADD generally needs to be highly ordered and predictable. Rules and expectations must be clear and consistent.

Examples of accommodations teachers might make to help students with ADD are grouped below by category.

#### Inattention

- Seat the student in a quiet area.
- Seat the student near a good role model or "study buddy."
- Increase the distance between desks.
- Allow extra time to complete assigned work.
- Shorten assignments or work periods to coincide with the student's attention span; use a timer.

- Break long assignments or work periods into smaller parts so the student can see an end to work.
- Assist the student in setting short-term goals.
- Give assignments one at a time to avoid work overload.
- Require fewer correct responses for grade.
- Reduce the amount of homework.
- Pair written instructions with oral instructions.
- Provide peer assistance in note taking.
- Give clear, concise instructions.
- Seek to involve the student in lesson presentation.
- Cue the student to stay on task with a private signal.

#### Impulsiveness

- Ignore minor inappropriate behavior.
- Increase immediacy of rewards and consequences.
- Use a time-out procedure for misbehavior.
- Supervise the student closely during transition times.
- Use "prudent" reprimands for misbehavior (avoid lecturing or criticism).
- Attend to positive behavior

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## Regional CSPD happenings

In December 1993, 60 people gathered in Helena to help create a regional comprehensive system of personnel development (CSPD). As required by federal rules, each state must implement a CSPD that includes inservice, preservice, and technical assistance training for regular and special education teachers, school administrators, and related service providers. Susan Bailey of the Office of Public Instruction's Division of Special Education (444-2046) is the state CSPD coordinator.

As reported in the January/February 1994 issue of *Montana Schools* ("Dispatches"), teams in five regions of Montana are working to implement regional CSPD plans.

Below are updates from the various regional teams, as reported by team members.

### Region I: Northwest Montana

CSPD in Region I (northwest) is characterized by an energetic group orchestrating its direction and vision. The team is made up of educators, paraprofessionals, parent advocates, and other stakeholders from Darby north to Eureka and west to the Idaho border.

This team has identified inservice, preservice, and assistive technology as needs unique to the region. We have a commitment to act on a survey of training needs for the region, implement change through identified survey needs, create a preventive system in order to provide a wide spectrum of services for children who are emotionally at risk, and to accommodate local needs while fostering a unified vision for inclusion of children with disabilities.

We are excited about the future. The CSPD team concept is an example of grassroots effort at its best. For more information, contact Chris Ross, Flathead County Cooperative (758-5717).

### Region II: Southwest Montana

The Region II (southwest) CSPD strategic planning team covers 12 counties in the southwest area of the state.

The southwest region is co-sponsoring a summer institute titled "Accommodating At-risk Learners in Regular Education," to be held June 13-17, 1994. The goal of this institute is to provide in-depth training methods to accommodate at-risk learners in the regular education environment. The institute will enhance the process of moving toward a more inclusive society through the commitment of professionals to share their knowledge and to be advocates for students with disabilities and their inclusion in neighborhood schools and classrooms. Montana is very fortunate to have quality presenters from the University of Kansas for this institute: Donald Deshler, Jean Shumaker, and Michael Hock. The training is limited to 100 participants.

In addition, one of the southwest region's identified needs is to address issues of importance that will enhance the role of the educa-

tional assistant in all schools and classrooms. The team identified three objectives from which to work: 1) to create a career path that specifies entry-level criteria and incentives for advancement leading to recognition of professional status; 2) to provide skill development opportunities for instructional assistants to enhance the delivery of services to students; and 3) to create a professional organization in the region to address issues important to instructional assistants.

For more information, contact Bill Johnson, Gallatin-Madison Cooperative (388-6951).

### Region III: Central Montana

The Region III (central) CSPD team is focusing on a vision for its region. This vision includes the following:

1. Children in Montana will have the opportunity to receive an appropriate education with related services regardless of where they live in the state, whether rural or urban.

2. Ideally, all educators will have the time to adequately prepare, administer, and assess a plan of education for each student; in addition, each child should be given as much time and attention as necessary to achieve his or her potential.

3. Qualified service providers shall be available for our region who can collaboratively and cooperatively provide a comprehensive, quality, integrated education and service system for our children and youth.

4. An adequate supply of qualified staff will be available in order to meet needs of students.

5. The needs of all students, no matter whether rural or urban, will be met with qualified service providers.

6. The needs of all children will be met by providing sufficient numbers of adequately prepared service providers who will work cooperatively for the good of each child.

The team identified inclusion training as a priority need, recognizing that the region needs to provide regular and special education personnel with the training, tools, models, and mentors for a successful inclusion model. Inclusion should be regarded as the model of choice to provide success for identified students and a gratifying situation for teachers, students, and parents rather than the only option, good or bad, with little teacher preparation. The team's goal to address this need is to train 50 to 60 teachers, administrators, and paraprofessionals, using three sites across the region.

For more information, contact Judy Gosnell-Lamb, Big Sky Special Needs Cooperative (278-7558).

### Region IV: Southeast Montana

The Region IV (southeast) CSPD strategic planning team covers 11 counties and 72 school districts in south central/southeast Montana. This includes schools from the Wyoming border north through

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Members of the English and Spanish class at Philipsburg share a culinary cultural experience.

## Cultural sharing in Philipsburg

In the fall of 1992, a small group of Spanish-speaking students arrived in the Philipsburg School District. Of the family of 10, six students in grades 2-9 enrolled in the public schools.

Although the district was faced with a new situation for which it did not feel prepared, it responded positively. Superintendent Jim Kelly used available community and regional resources along with his experience in technology to design a more appropriate program of instruction for the Spanish-speaking students.

During the first year, a Spanish-speaking tutor was hired to help the students learn English and understand their classes. Fiscal support was provided through an ESEA Chapter 1 Migrant Education grant, along with materials and technical assistance in English as a Second Language (ESL) through the Office of Public Instruction's National Origin program. Satellite programs were obtained through the Star Schools distance learning program. Kelly's confidence in the use of technology demonstrates how useful distance learning can be in rural Montana settings.

Kelly went out of his way to meet the family, making them feel welcome with offers of help and food. Although the mother mainly communicates in Spanish, she responded in kind with dishes of enchiladas and tacos for Kelly. The community helped by providing food, clothing, and friendship.

Again this year, the district's efforts were enhanced through a Migrant Education grant. The grant has been used to provide direct instruction primarily through a Spanish-speaking ESL teacher from El Salvador (whose husband had been hired as a teacher in Drummond) and a satellite ESL program from Seattle. The ESL teacher "has been a great find for us," Kelly reports. "Her teaching and cross-cultural experience in education have helped make our ESL program both more personal and more relevant to our migrant population."

Opportunities for cultural diversity in the general community and in the formerly homogeneous student population were increased by offering a Spanish program by satellite.

Some of the activities that students shared include:

- A field trip into the community that put into practice basic dialogues in Spanish; for example, how to buy at the store, order food, and ask for directions.

Frequent cross-cultural activities; for example, *ceviche* day (*ceviche* is a marinated fish dish).

- Regular conversation groups for secondary Spanish students.
- A recycling field trip.
- Foreign Language Week—including posters, cards, and bilingual aphorisms.

- A bilingual Christmas and Valentine card exchange with the local community and with students of the Star Schools distance learning program in Alaska, Oregon, Washington, and Idaho.

- Ongoing pen pal correspondence with students in the distance learning program using the target language. (Target language is the language in which students are trying to develop proficiency. For the Spanish-speaking students, the target language is English; for the English-speaking students, it is Spanish.)

One result of these efforts is a heightened awareness of culture and language, as witnessed by the growth of enrollment in Spanish classes, which has increased five-fold (from four students to 20).

The Philipsburg experience is an inspiring example of a district's response to meeting the needs of students of a growing population in Montana. ■

—Lynn Hinch, Bilingual Specialist, OPI



## BEAR presents all sides of ecological issues

An award-winning new project in the Bitterroot Valley of western Montana is making sure students learn about ecology issues—from all angles.

The project, called the Bitterroot Ecological Awareness Resource (BEAR) Cooperative, was formed last spring and is funded by grants and donations. BEAR coordinates a local talent bank of presenters who teach about ecology from a variety of viewpoints and arranges for these people to work with teachers and students.

Usually, about four presenters team up for a classroom presentation or field trip.

According to BEAR's creator and director, Kerry Wall-MacLane, the project is "pretty wildly successful right now," after getting off to a fairly slow start. In a community that is sometimes bitterly polarized over natural resource issues, the word "ecological" in the program's name made some people nervous at first, he says.

Increasingly, however, BEAR is gaining a reputation for its balanced approach to ecological issues. With presenters ranging from loggers, ranchers, and farmers to environmental activists, agency personnel, and professional educators, "we represent a pretty broad diversity of viewpoints and opinions," says Wall-MacLane.

Recently, Wall-MacLane arranged for the leaders of two opposing groups to make a joint presentation to students on resource issues. "It was just the highlight of my life," he says. "People are really willing to put aside their squabbles and keep in mind that they're there to teach kids."

Demand for BEAR's services has grown so rapidly in the last year that the project had to hire a second half-time staff person. Wall-MacLane recently received an award from the Montana Environmental Education Association (MEEA) for creating BEAR, and other educators are investigating the possibility of using the BEAR model in their communities. "It does save the teachers an awful lot of time," says Wall-MacLane.

(Continued on page 7)

## Last in a series on environmental education

—Russell Hartford, Science Specialist; Spencer Sartorius, Health Enhancement Director; Linda Vrooman Peterson, Social Studies Specialist; Cheri Bergeron, Resource Librarian; Sanna Porte Kiesling, Montana Schools Editor; Office of Public Instruction

## Great Falls: setting the EE standard for nearly 30 years

**W**hen it comes to environmental education, the Great Falls School District has been a true pioneer.

Implemented in 1967, the Great Falls Environmental Education Program has grown from a three-day camp for sixth-graders to the comprehensive K-12 program that exists today—if fleetingly. The failure of the district's mill levy this spring has put the award-winning program on the endangered species list, according to Dennis Maxson,

Using the outdoors as a classroom to teach ecological concepts through first-hand experiences, the program develops curriculum and study units, offers inservice training for teachers, and provides equipment and supplies for classrooms.

The two program teachers, Maxson and Nancy Marra, coordinate the environmental education program with all school departments and provide teacher assistance in all activities. Maxson and

Marra continually change the program in response to evaluation provided by classroom teachers and students.

Most activities involve field work, which is both practical and fun, according to Maxson. Sites throughout the Great Falls region are used for field trips. "Kids make discoveries, notice things, put the information together, and draw conclusions," says Maxson.

Great Falls first graders learn about animals; second graders learn about dinosaurs and fossils; and third graders learn about recycling and how to use a microscope. In the spring, third graders travel to the Benton Lake Wildlife Refuge to collect materials to view with a microscope.

Fourth graders spend several weeks on a water unit, which culminates in a trip to a water treatment plant. They also learn about rock identification and tour the universe through slides from the Museum of the Rockies Star Lab. In fifth grade, students study water quality, fish, and soils. Field experience includes a trip to the Hardy Creek area, where they study geology along the Missouri River.

Sixth-grade students learn about various forms of energy and wise use of resources. They spend a day in the Little Belt Mountains studying forest ecology and water quality, conducting chemical tests on the water and comparing clean mountain stream water with water affected by turn-of-the-century mining. Students also use what they've learned about maps and compasses to do orienteering tasks that take them to various points in the forest. At each point, they find a puzzle to solve, such as identifying a tree or explaining what made a hole in the ground. The program makes extensive use of the "query method," according to Maxson. Students are often asked, "What do you think caused this?"

Later grades learn about ornithology, take a field trip to Benton Lake National Wildlife Refuge, and do bone mapping at the Egg Mountain dinosaur digs near Choteau.

Environmental training for Great Falls students culminates in a trip to Yellowstone National Park, where high school biology students study the park's ecology. This trip challenges students to use everything they've learned up to that point about ecological interrelationships. "They have to put it all together," Maxson says.

### Dial-a-Dino, Check-a-Pet

The Great Falls environmental education teachers work extensively with local businesses and agencies to help provide learning experiences for students.

In addition, the teachers have a telephone call-in program in which they record daily messages about environmental topics. Students can call in after school hours to learn about dinosaurs ("Dial-A-Dino") or what stars to look for that night ("Star Watch"). "That phone never quits ringing," Maxson says. For Earth Day this year, the staff recorded messages on what kids can do to help the environment.

The program also has a "Check-A-Pet" project, which allows teachers to borrow gerbils, birds, fish, or other animals for the school year and return them for the summer. Maxson says this project was launched when he learned that almost no teachers had aquariums or live animals in their classrooms because they didn't

want to care for them over the summer. "It takes away the excuse for not having them," he says.

**Threatened and endangered**  
Although the Great Falls Environmental Education Program has set the standard in the state and the

nation for nearly three decades, the recent mill levy failure threatens to diminish the program radically. "Budget cuts will butcher the program," Maxson says. The program will lose one of its two teachers and will scale down to just grades 3-5, unless the district can find other funding. The district will try the levy again this June. If it passes, the program may be able to keep both teachers but may still lose the secondary program.

The program "has a long history and has been a very successful program," says Maxson. "Everything's in transition now." ■



Learning the "3 Rs": Reduce, reuse, recycle.

who has worked with the program for many years.

For the time being, however, the program continues to provide comprehensive, interdisciplinary training in natural resource issues to all Great Falls public school students. It is the only district-wide environmental education program in Montana, with two full-time teachers who work with students and teachers throughout Great Falls.

The Great Falls program has been hailed as one of the best of its kind in the nation. In 1987, the National Science Teachers Association recognized it as one of the top 10 environmental education programs in the nation. Phi Delta Kappa has recognized the program as a Northwest Exemplary Science Program.

### Putting it all together

Environmental education is integrated into the district's K-12 curriculum in a sequential fashion. Activities at each grade level build on the previous year's experiences. For example, students learn about rocks in the fourth grade. When they study soils in the fifth grade, they use what they learned about rocks the previous year. The program encourages critical thinking and provides a balanced viewpoint on controversial issues.

**"The Great Falls program has been hailed as one of the best in the nation, but budget cuts have put it on the endangered list."**



GENE FISCHER



A Helena student displays her solar oven.

## Environmental education in Wisconsin and Arizona

What are other states doing in environmental education? Here's what's happening in two states—Wisconsin and Arizona.

### Wisconsin

The Wisconsin Environmental Education Initiatives program (WEEI) is the result of an unofficial coalition of agencies and organizations. Major members include the Wisconsin departments of Public Instruction and Natural Resources; University of Wisconsin System; Wisconsin Board of Vocational, Technical, and Adult Education; Wisconsin Association for Environmental Education; and numerous environmental/nature centers.

The program's underlying philosophy is that all citizens have a responsibility to become active participants in the prevention and resolution of environmental problems and issues. To do so, they must know how the environment functions and have real world experience in preventing and resolving environmental problems.

Some of the main WEEI program elements include the following:

- As of 1985, all teacher certification candidates in early childhood, elementary, middle, agriculture, science, and social studies education have had to demonstrate seven competencies, four dealing with environmental content and three with environmental education methodology.

- As of 1990, all school districts must have developed and be implementing curriculum plans for all subject areas into which environmental education has been incorporated. Curriculum plans in art, health, science, and social studies education must show the greatest emphasis on environmental education.

- A "Guide to Curriculum Planning in Environmental Education" was published in 1985 by the Department of Public Instruction. A revision of this document will be

available in 1994.

- The Wisconsin Environmental Education Board (WEEB) was created in 1990 to provide direction for the education of all Wisconsin citizens and to administer an annual \$200,000 state grants program.

- The Wisconsin Center for Environmental Education (WCEE) was established within the College of Natural Resources at the University of Wisconsin-Stevens Point in 1990. The WCEE emphasizes K-12 teacher preparation, assessing environmental literacy of teachers and students, and operating an environmental education resource center. WCEE also coordinates the Wisconsin School System Environmental Education Network.

- A quarterly newsletter, *EE News*, is published cooperatively by several agencies.

For more information, contact Dennis Yockers, Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841 (608-267-9266).

(Source: Wisconsin's Environmental Education Initiatives, Program Summary, unpublished document, Wisconsin Department of Public Instruction, September 1993)

### Arizona

In 1990, the Arizona Legislature established a clear mandate for environmental education: "It is the intent of the Legislature that the public schools, community colleges, state universities, and state agencies provide a continuing awareness of the essential mission to preserve the earth's capacity to sustain a quality of life in the most healthful, enjoyable, and productive environment possible. It is the further intent of the Legislature that public schools, community colleges, state universities, and state agencies integrate environmental education throughout the educational system. . . ."

- An environmental license plate was created to fund the statewide environmental education initiative. In one year, the "E Plate" generated

over \$100,000 for the EE Fund. This fund was established at the Arizona Department of Education to help school districts implement environmental education programs and train teachers.

- The Department of Education has developed the "EE Guidelines" document, which shows how to integrate environmental education concepts into the curriculum. The department has also established an information system that includes resource centers and a telecommunications system.

- Each state university must incorporate environmental education into teacher training programs. Universities also work with the Department of Education to provide environmental education training for certified teachers.

- The Interagency Committee on Environmental Education, comprised of 15 state agencies, coordinates activities regarding environmental education, promotes the efficient distribution of information, and facilitates planning and development of environmental education materials. The Interagency Committee also sponsors an annual EE Resource Fair, which includes environmental education workshops, presentations, and an exhibit hall of resources and materials.

- The Arizona Environmental Education Task Force was established to prepare a status report and to issue a comprehensive plan for environmental education in Arizona. The Comprehensive Plan on Environmental Education was presented to the governor in June 1992.

For more information, contact Dr. Kristina Allen, EE Specialist, Arizona Dept. of Education, 1535 W. Jefferson, Phoenix, AZ 85306 (602-542-3088).

(Source: "Arizona's Environmental Education Act," and "Arizona's Environmental Education Programs," unpublished documents, Arizona Department of Education) ■

## Reading program has environmental theme

"Reading Is A Natural," the 1994 Montana reading project, has been distributed to the librarian at your school. This year's project emphasizes the need for understanding the environment and highlights animals that live in Montana. See page 12 ("Reading") for more information.

## Workshop on Wilderness

Two Montana Geographic Alliance teacher consultants, Susan Watne, Smith Elementary, Helena; and Jack McLeod, West Valley 7 and 8, Kalispell, will attend a summer institute called "Workshop on Wilderness," July 2-July 14. The institute, sponsored by the National Geographic Society and the National Geographic Alliance, will use the backdrops of Portland, Oregon and Skamania Lodge, Washington.

The 10-day institute will focus on physical and human geography through lectures, field and laboratory study, technical content, teaching demonstrations, and issues related to wilderness, conservation, and management. The course of study will be presented by experts from around the country.

Understanding the major issues surrounding wilderness is at the center of the institute. The two Montana teacher consultants, in coordination with the Montana Geographic Alliance, will design and distribute statewide teaching/learning activities for Geography Awareness Week, November 13-19, 1994. For more information, contact Linda Vrooman Peterson, social studies specialist at OPI (444-5726).

## EE teacher honored

Congratulations to Ruth Carlstrom of Conrad, who was recently chosen as one of the top 10 Project Learning Tree (PLT) educators in the nation.

Carlstrom, who coordinates gifted and talented education at Conrad School, has shared PLT with students and other teachers for 10 years. She has taught nearly 1,000 teachers to use this educational program.

Carlstrom will travel to Washington, D.C. this May to receive her award.

## BEAR

(Continued from page 6)

BEAR also maintains a library of educational activities and environmental education resources, videos on organic farming and resource management issues, and a computer link-up with education networks and databases around the country.

For more information, contact BEAR, Bitterroot Down Home, 776 Highway 93 N., Hamilton, MT 59840 (961-5211). ■





## Turning children's concern for the environment into learning opportunities

Environmental issues are a top concern for today's young people, according to a 1993 nationwide survey conducted by Louis Harris and Associates. (See poll results on this page.) Children's concern for the environment is highly motivating. While educators must be especially careful to present all sides of environmental issues, the potential for designing learning experiences around environmental themes should not be overlooked.

Below are some examples of how American children are taking the initiative on environmental issues—and learning at the same time. (The mention of an organization or its activities in this article does not imply an endorsement by the Office of Public Instruction.)

### Earth Force

Inspired, created, and directed by children, Earth Force aims to give young people information about environmental issues; opportunities to actively help improve the environment; and a forum to express their views about environmental issues.

Earth Force grew out of the Kids World Council, a children's environmental summit held in Florida in 1993. Funded by a five-year, \$12-million grant from the Pew Charitable Trusts, Earth Force is for all young people ages 6-18. Its 500,000-some members will choose the first environmental issue they want to work on through the "Kids Choose" vote. Choices include saving/planting trees, preserving wildlife, reducing garbage, and conserving water.

Results of the ballot, to be announced this May, will determine the focus of Earth Force's 1994 campaign. Earth Force will develop educational materials about the issue to be distributed this fall.

For more information, contact

Earth Force, 1501 Wilson Blvd., 12th Floor, Arlington, VA 22209.

### Earth Force Alliance

Earth Force's programs and fund-raising will support existing organizations in its Earth Force Alliance, which include the following:

*Children's Alliance for Protecting the Environment (CAPE)* is an international nonprofit group that offers programs for schools, clubs, and scouts to develop conservation and restoration projects. Youth in over 35 countries share ideas and knowledge through

*Many Hands*, the CAPE newsletter. (Contact CAPE, P.O. Box 307, Austin, TX 78767, 512-476-2273.)

*Earth Kids* is a nonprofit group for children (grades K-12) that links youth worldwide via telecommunications. Subscriber schools and groups run environmental projects locally while coordinating and reporting their results via telecommunications. (Contact Earth Kids, P.O. Box 3847, Salem, OR 97302, 503-363-1896.)

*Kids Save the Planet! (KiDS S.T.O.P.)* is a "learn and do" environmental education/action program for children in grades K-6. More than 25,000 children in some 850 Action Stations worldwide acquire a scientific, factual foundation upon which they build opinions, set goals, and achieve real successes. (For information, send seven 29-cent postage stamps to KiDS S.T.O.P., P.O. Box 750471, Forest Hills, NY 11375-0471.)

*The Natural Guard* is a FREE program offering children in grades K-12 information and tools to assess their community's environmental needs and help create service projects that address those needs. (Contact The Natural Guard, 142 Howard Ave., New Haven, CT 06519, 203-787-0229.)

*Tree Musketeers* is a youth environmental group that tackles local

environmental programs. (Contact Tree Musketeers, 136 Main St., El Segundo, CA 90245, 310-322-0263.)

### SWOOPE

A new hands-on environmental education called SWOOPE (Students Watching Over Our Planet Earth) helps students study and solve local environmental issues. SWOOPE is a partnership among the U.S. Environmental Protection Agency, the U.S. Department of Energy, and the Environmental Health Center, a division of the National Safety Council. Corporate sponsorship has been provided by Chicken of the Sea.

Through SWOOPE, students take part in real-life laboratory activities, such as radon or water quality testing, that increase science skills and help raise awareness of important environmental issues. Students then compare their results with other students nationwide, as the information gathered is fed into a database. Scientists analyze the data and send results back to the students in newsletters explaining the significance of the information they collected.

For more information, contact Lucinda Harding-Jones, Warner, Bicking, Morris, & Partners, Inc., 866 United Nations Plaza, New York, NY 10017 (212-759-7900).

## Integrating EE with service learning

Environmental education lends itself particularly well to service learning projects. Below are descriptions of the YMCA Earth Service Corps plus two service learning projects undertaken by Montana students with help from federal SUCCEED grants (Students Using Community Cooperation to Enhance Excellence and Democracy—a Serve America program).

### YMCA Earth Service Corps

The YMCA Earth Service Corps is a teen leadership program that integrates environmental education and action with community service.

The Earth Service Corps seeks to empower students by giving them opportunities to learn that *problems have solutions* and that young people have the creativity, the resources, and the responsibility to put solutions into action.

High school students in the Corps nationwide have planted thousands of trees; removed tons of trash from urban areas, park lands and beaches; monitored water quality in local streams; initiated recycling programs, and educated younger students about the environment.

The Earth Service Corps is a partnership among the YMCA, schools, and the community. Through school-based environmental clubs, students

plan and execute environmental projects, such as tree planting events. Teachers act as club advisors and community members help students choose projects, put plans into action, and secure the necessary resources. However, *students* provide the leadership in all respects.

The YMCA provides leadership training, environmental education symposia, and major service projects. The YMCA also draws on the strength of its worldwide affiliations by bringing together

students from around the world to work on global problems.

Basic to the Corps is the philosophy that all problems, especially environmental ones, must be solved by bringing all players together to work toward a "win-win" solution based on consensus.

For more information, contact the YMCA Earth Service Corps, 909 4th Ave., Seattle, WA 98104 (800-733-YESC).

### Highwood students promote community recycling

Aware of the problems garbage poses in our world today, three student organizations in Highwood School wanted to help the community do more recycling.

By conducting a community survey, students learned that most community members wanted to recycle. The main roadblock was the lack of a recycling center in this small rural town, so the students decided to build a structure for dropping off recyclable materials in Highwood and to coordinate the transfer of these materials to a

recycling center in Great Falls. With help from a SUCCEED grant, the Highwood High School Student Council, Middle School Leadership Council, and High School Pep Club plan to build the drop-off center by 1995.

Student organizations and classes will take turns collecting and sorting recyclable materials. They will also pick up materials for people who can't transport them to the drop-off site themselves.

The recycling project is part of Highwood's school wide theme for the second semester of this school year: "Highwood School: Making a Difference." Classes have been studying environmental problems and possible solutions, with a

(Continued on page 9)



## Harris poll: kids care about the environment and want to learn more about environmental issues

In 1993, Louis Harris and Associates conducted a national survey of children in grades 4-12 and their attitudes about the natural environment. Following are some of the poll results:

- While several problems clamor for the attention of today's kids, the environment is a primary concern. 49% think "a lot" about the environment. Only "crime," at 54%, garners more attention.
- Kids in rural, suburban, and urban parts of the country consider the environment an important issue.
- 81% of American children consider air pollution a "big problem."
- Most children think there are serious environmental problems in oceans (73%), rivers (71%), forests (68%), and lakes (67%).
- Concern about the environment declines as children get older: 60% of respondents in grades 4-6 think "a lot" about the environment, while only 40% of students in grades 11-12 show the same level of concern.
- 87% of American kids think it is important that they "take part in activities that help make things better" where they live.
- 69% of kids want to learn more about environmental issues.





## Hawthorne School in Bozeman celebrates children and the arts

### Part 1 of 2

—by Kelly Avants, Principal Intern,  
and Marilyn Delger, Principal,  
Hawthorne Elementary, Bozeman

The fine arts can go a long way toward preparing youth for the staggering pace of tomorrow's society. Inclusion of the arts in an integrated curriculum is critical for educational excellence — and for the survival of students in a rapidly changing, impersonal world.

#### The vision

Staff members at Hawthorne School in Bozeman are committed to building a quality education program with an emphasis on integrating the fine arts. They recognize that the arts stimulate character development as well as cognitive growth, and they believe that people with a liberal arts background have a greater capacity for human understanding and creative problem solving. Karen Williamson, a first grade teacher, observes, "You have to have the dreamer before you can have the builder." Hawthorne School believes in facilitating the "dreamer" in the classroom! The staff members believe in the need for educational restructuring, and they strongly desire to create a model, interdisciplinary environment with a strong emphasis on the arts.

#### The place, the goals

Hawthorne became a Model Arts School for the state of Montana in 1991 after receiving a grant from the Montana Arts Council. The grant has made it possible for the staff to emphasize the fine arts in an integrated curriculum built around thematic units. The units incorporate all of the fine arts including visual, literary, and performing (dance, music, and drama) arts.

The school places a strong emphasis on basic academic learning along with a respect for the arts. "Research reveals the arts enhance understanding," says Principal Marilyn Delger. "They help the mind see relationships and patterns. A fine arts emphasis in the curriculum provides meaningful connections between subjects and ideas."

A steering committee composed of local artists and educators developed and now oversees the following goals:

- Respect the integrity of the arts, not using them to make the curriculum more palatable but weaving them in to help students explore relationships between the arts and the subject area.
- Increase creative thinking and problem solving ability by promoting a child-centered, challenging environment, emphasizing active rather than passive learning.
- Increase student artistic literacy.
- Promote positive self-concept by developing in each child an awareness of his/her own gifts and talents, and by fostering respect for the gifts and talents of others.
- Utilize existing arts organizations and promote community



partnerships to celebrate and provide assistance for the Hawthorne arts emphasis.

#### Program support

The success of the Hawthorne Arts in Education Project depends upon a team of players. A committed steering committee and staff, involved parents, and supportive administration are following the program closely. Bimonthly steering committee meetings give participants opportunities for involvement in proposed changes or improvements.

An interested community has observed the benefits of the program and has shown its support by donating money and supplies. A local arts organization, "Sweet Pea Bozeman," provided financial assistance for a program which allows local artists to apply for arts residencies in the school. The parent association (Hawthorne Parent Advisory Council) supports the project through fund-raisers, including an annual sale of T-shirts with a student-created design.

#### Teacher inservice

A strong feature of this Model School project is the amount and type of teacher inservice provided to equip teachers with the professional training necessary to implement such a program. Teachers have

received training in the areas of drama, writing, visual arts, curriculum integration, brain research and multiple intelligences, portfolio assessment, and school/community partnerships. A recent five-day tour of Seattle, Washington, allowed 22 staff members to observe other schools focusing on fine arts.

#### Artists in residence

Artist residencies bring guest artists from the community into the school. Nationally known artists have also been recruited.

Children have enjoyed mime workshops, creative drama, Shakespeare workshops, and jewelry making. Other artist residencies scheduled this year include Jim Valley, a noted musician and song writer, and Lynne Maroney, a storyteller noted for American Indian folk tales.

Hawthorne parents are another resource. A Hawthorne parent/textile artist is working with students to complete an all-school weaving project on an eight-foot loom mounted in the hall. Dana Clark, a parent and illustrator of children's books, moved her studio into the hallway of the school for a week and demonstrated how she illustrates books. Another parent has volunteered to conduct evening and weekend workshops for parents and children interested in pottery.

A school/community partnership has been established with The Montana Ballet Company to "incorporate dance and body movement" into the curriculum. Free dance lessons held after school in the gymnasium for boys and girls have met with great success. This program is being continued for a small fee. The ballet company is also donating staff to conduct a month-long dance residency.

At Hawthorne, the arts are basic! Watch for more on this project in the fall issue of *Montana Schools*. ■

### EE service learning

(Continued from page B)

special focus on how Highwood School can be part of the solutions.

As part of integrating the recycling project into this theme, math classes will compile statistics on the weight, volume, and composition of garbage collected at the drop-off center to determine how much solid waste they are reducing. Information will be published for the community. Science classes will study several critical environmental issues. Writing assignments will relate to the recycling effort and the overall theme. Even the spring music programs have been planned around the environmental theme.

#### Denton students improve habitat

The Denton Future Farmers of America and Business Professionals of America are creating winter cover for wildlife and upland game birds by planting tree and shrub cover on 10 acres of the school property. Their plan also calls for seeding five acres to establish and improve nesting habitat for upland game birds, and improving pheasant populations by raising and releasing pheasants within the game habitat and surrounding areas.

With help from state Department of Fish, Wildlife, and Parks biologists; the school board; faculty; and the Denton community, the students are creating a living laboratory for science, agriculture business, and math classes. ■

### Accommodating ADD students

(Continued from page 4)

with compliments, etc.

- Acknowledge positive behavior of a nearby student.
- Seat the student near a good role model or near teacher.
- Set up a behavior contract.
- Instruct the student in self-monitoring of behavior (hand raising).
- Call on the student only when hand is properly raised.
- Praise the student for raising a hand to answer a question.

#### Mood

- Provide reassurance and encouragement.
- Frequently compliment positive behavior and work product.
- Speak softly in a non-threatening manner if the student shows nervousness.
- Look for opportunities for the student to display a leadership role in class.
- Conference with parents to learn about the student's interests and achievements outside of school.
- Send positive notes home.
- Make time to talk alone with the student.
- Encourage social interactions with classmates if the student is withdrawn or excessively shy.
- Reinforce frequently when signs of frustration are noticed.
- Look for signs of stress build-up and provide encouragement or reduced work load to alleviate pressure and avoid temper outbursts.
- Provide brief training in anger control; encourage the student to walk away, use calming strategies, or tell a nearby adult if he/she is getting angry.

#### Organization

- Ask for parental help in encouraging organization.
- Provide organization rules.
- Encourage the student to have a notebook with dividers and folders for work.
- Provide the student with homework assignment book.
- Supervise the student in writing down homework assignments.
- Send daily/weekly progress reports home.
- Regularly check desk and notebook for neatness; encourage neatness rather than penalizing sloppiness.
- Allow the student to have an extra set of books at home.
- Give assignments one at a time.
- Do not penalize for poor handwriting if visual-motor deficits are present.
- Encourage learning of

(Continued on page 16)



"Dispatches" are updates by Office of Public Instruction staff. Staff members may be reached at the phone numbers listed or by writing them at the Office of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501.

## HOME ECONOMICS Laurie Potterf, Specialist 444-4414

**FHA/HERO state conference**  
Forty-one Montana students earned the right to advance to national competition in Orlando, Florida this July! What did they accomplish to deserve this honor? They were the top scorers in nine of the 20 competitive skill events conducted at the 47th Annual Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) State Leadership Conference. The events focus on skill attainment that will assist students in the transition from school to the work of managing independent and/or family living and wage earning careers and occupations.

Seven hundred forty-five FHA/HERO members from 78 chapters across Montana gathered in Billings for the three-day event that featured the theme, "The Political Family of the 90s." Delegates from all participating FHA/HERO chapters served as legislators for two FHA/HERO Congress sessions that convened. Students debated personal/family-related bills introduced by chapters from around the state. Bills proposed ranged from providing children ages five through 11 with government-paid child care if their divorced or widowed parent was fully employed, to protecting the privacy and property of students in the case of locker searches, to denying censorship of children's books. Running concurrently with competitive events were 22 other workshops presented by Billings area specialists in family communication, entrepreneurship, consumer credit, criminal justice, and clothing design/embellishment.

Student leaders conducted workshops relevant to various aspects of the FHA/HERO organization, a tool of home economics education nationwide.

The conference was the work of an eight-member FHA/HERO State Executive Council, composed of student leaders selected from their respective districts in the state. If you have doubts about the future leadership of our nation, you should have seen this conscientious, poised, professional, and enthusiastic team in action! (You're invited to attend the 48th Annual FHA/HERO State Conference at the Heritage Inn in Great Falls, March 23, 24, 25, 1995. I can guarantee that the next team will develop its own style but will deliver an educational experience—with some fun, too!—for all who attend.)

### Teachers honored

Four home economics teachers were recognized at the FHA/HERO State

Leadership Conference for the quality and scope of the FHA opportunities they have demonstrated through their home economics programs. Receiving MASTER ADVISER status from the national and state associations of FHA/HERO were: Linda Lentz, Park City; Nancy Linnell, Sunburst; Joyce Auer, Arlee; and Roxane Shammel, Stanford.

**Summer opportunities for teachers**  
Montana State University will offer two one-credit workshops on "Computer Assisted Design" this summer. Dr. Carol Salusso-Deonier (994-5011) will teach both sessions. The dates and times are as follows:

**August 1-5, 1994** (Mon.-Fri., all day), HDHE 400, Sec. 01: BEGINNING COMPUTER ASSISTED DESIGN.

**August 8-12, 1994** (Mon.-Fri., all day), HDHE 400, Sec. 02: ADVANCED COMPUTER ASSISTED DESIGN.

Through a statewide leadership grant made available with Carl Perkins funds, home economics teachers seeking a minor in health education will have a one-time chance to take three courses at Montana State University. Contact Dr. Margaret Briggs (994-5015) for further information.

**June 13-24, 1994** (7:30 - 11:30 a.m.; Mon.-Thurs.), HDHL 588: UPDATE ON HUMAN SEXUALITY (two credits); instructor: Pam Carter; location: 1-123 Wilson Hall.

**June 13-24, 1994** (1:45 - 4:05 p.m.; Mon.-Thurs.), HDHL 480: UPDATE ON DRUG AND HEALTH ISSUES (one credit); instructor: Jim Carter; location: 1-123 Wilson Hall.

**July 18-29, 1994** (7:30 - 11:30 a.m.; Mon.-Fri.), BIOL 588: UPDATE ON ANATOMY AND PHYSIOLOGY (two credits); instructor: Susan Gibson; location: 1-117 Wilson Hall.

Courses for *college graduates* seeking a home economics teaching minor will have these offerings available, also at Montana State University:

**June 6-17, 1994** (7:30-11:30 a.m.; Mon.-Fri.), HDHE 480: PROGRAM ANALYSIS AND DESIGN IN HOME ECONOMICS; instructor: Dr. Margaret Briggs; location: 215 Herrick Hall.

**June 6-17, 1994** (12:30 - 4:05 p.m.; Mon.-Fri.), EDSD 359: METHODS OF TEACHING HOME ECONOMICS; instructor: Dr. Margaret Briggs; location: 215 Herrick Hall.

**Annual home economics teacher update conference in Lewistown**  
Save August 8-10, 1994, on your calendars for the latest information on education reform, the National Skill Standards and how they apply to you. The gathering will also feature child care—from the child's and the parent's perspective. Watch for a mailing with more information!

### Consumer and homemaking education grants

Twenty-six projects were submitted for fiscal year 1995 Carl Perkins Consumer and Homemaking Education funds. Here are some general comments with regard to writing a grant: Make sure you use

the current format sent to all schools in November prior to the March 1 deadline, use the evaluation instrument included with the application guidelines to have someone critically review your application before you submit it, and call our office if you don't understand how to integrate Montana's Core Standards into your application.

*At present, line item funding for Consumer and Homemaking Education has been eliminated from President Clinton's budget to Congress for FY 1996. You, your students, and concerned community members can help reverse this by writing or calling Montana's congressional delegates.*

## ARTS

Julie Smith, Specialist  
444-4442

In spite of the annual flu season, March and April proved to be most interesting and productive.

In early March, the Montana Arts Council's Cultural Congress in Missoula engendered lively discussion on such broad topics as the role of the arts in society and national cultural policy. At the same time, smaller groups focused on debates closer to home: support for school arts programs, advocacy for local arts organizations, and formation of strong and mutually beneficial partnerships.

Twenty-six rural teachers participated in the Spring All Arts Event (SAAE) inservice workshop in Miles City in early April. Artists and teachers Bess Snyder, Ede Reno, Ian Elliot, Ruth Rudner, and Claudette Morton presented workshops in dance, sculpture, theatre, creative writing, and assessment, respectively. These enthusiastic and energetic teachers are ready and willing to bring more arts education resources to the eastern part of the state. Plans are underway for a possible summer institute in 1995 and more workshops such as the SAAE.

On March 11, 1994, the National Standards for Arts Education were presented to U.S. Secretary of Education Richard Riley before the National Press Club. This document is significant in that it provides a basis for quality arts education programs and the accountability that must accompany that quality. If you are interested in ordering a copy of these standards, write to MENC Publications Sales, 1806 Robert Fulton Dr., Reston, VA 22091 (800-828-0229). Ask for the *National Standards for Arts Education*: What every young American should know and be able to do in the arts; ISBN 1-56545-036-1; MENC stock #1605. Cost is \$15.00.

The Arts and English Integrated Curriculum Project's curriculum writing team is making great progress this spring. Thoughtful and challenging work has been pouring into our office for review and editing. This project continues to challenge us to create a strong vision of integrated learning that provides solid information for helping teachers and students work

together to meet our national standards.

Finally, plans are well underway for this summer's arts education institutes. As mentioned in previous Dispatch articles, these courses provide a wealth of information and opportunity for hands-on experience in teaching the arts. Participants can earn two graduate credits for either of the eight-day courses presented by the Montana Alliance for Arts Education at the University of Montana. Call me if you are interested in these classes or if you would like more information.

## Opportunities/deadlines

The Los Angeles County Museum of Art has a series of 23 teachers resource packets to assist in the teaching of visual arts. Available for \$9, each packet contains an art history essay, six slides with descriptions, exhibition brochures, suggested classroom activities, and a bibliography. For more information, contact the Education Department, Los Angeles County Museum of Art, 5905 Wilshire Blvd., Los Angeles, CA 90036 (213-857-6512).

The National Art Education Association recently released two publications dealing with research efforts to advance visual arts education at all instructional levels. *Art Education: Creating a Visual Arts Research Agenda Toward the 21st Century* and *Blueprint For Implementing A Visual Arts Education Research Agenda* are available through the NAEA, 1916 Association Dr., Reston, VA 22091-1590 (703-860-8000).

## Dates to remember

Montana Art Education Institute and Montana Creative Writing/Drama Education Institute will be held at the University of Montana, June 14-21, 1994. For more information, contact Montana Alliance for Arts Education, 257-3241.

Educational Theatre Association's Annual Meeting, "East Meets West," will be held August 4-6, 1994, in San Francisco. For information, contact the ETA at 3368 Central Pkwy., Cincinnati, OH 45225 (513-559-1996).

The state symphony organization will hold its regional arts leadership conference at Big Sky the last weekend of September 1994. The conference targets volunteers who are working for arts organizations in both board and programmatic areas. To receive registration materials later this spring or for additional information, contact MASO president Nancy Simmons at 259-8623 in Billings.

## LIBRARY MEDIA

Diana Boom, Specialist  
444-3132

No, there has *not* been a personnel change in OPI's library media specialist position—only a *name* change, from Loble to Boom. Please mark your records, but if you forget (as I do from time to time), OPI will be able to find me.

In February, I attended the Association for Educational Com-



munications and Technology (AECT) national conference in Nashville, TN. While there, I attended a half-day workshop on copyrights. Even with all the information currently available, I felt a need to update my knowledge on copyrights. The information was excellent, and I did indeed hear some new information. You might be interested in figures from a recent study evaluating the amount of knowledge media directors at higher education institutions have about the copyright law.

From 1984, when a first study was made, to 1993 (the date of the second study), the level of competency regarding copyright *decreased* by 5 percent. In hopes of identifying areas of weakness, the copyright law was broken down by sections. When this was done, knowledge about "fair use" decreased by 5 percent, knowledge about reproduction by libraries and archives decreased by 40 percent, knowledge about guidelines for classroom copying of print materials by teachers declined by 9 percent, and knowledge about educational use of music declined by 10 percent.

Interestingly enough, knowledge about off-air recording of video programming *increased* by 25 percent. I guess you know where the emphasis in the last 10 years has been.

This information was in a paper presented at AECT by Mark Chase of Slippery Rock University and Sandra Wertz of the University of South Carolina. I found it very interesting. Think about what you know of the copyright law. How would *you* score in a study like this?

We do need to know the copyright law and make sure the people with whom we work also know about it. Representatives of companies with copyrighted material are out there checking on use, as they have every right to do. And we have every responsibility to follow the law.

AECT has a copyright committee, currently chaired by Hope R. Botterbusch, director of Manatee Educational Television (METV) in Bradenton, Florida. The members of this committee are available to answer your questions. You may contact Ms. Botterbusch for directions to the best sources of information for your copyright concerns and questions. You may contact her directly at the address below or through me at OPI: Ms. Hope R. Botterbusch, Director—METV, Chairperson, AECT Copyright Committee, 109 26th Ave. W., Bradenton, FL 34205 (phone: 813-741-3520; fax: 813-741-3480).

You may request information on copyright also from the American Library Association by calling 1-800-545-2433. Press "6" for library information.

## Ethics

Peggy Smith, director of Skyview High School Library in Billings, recently sent me information on revision of the ALA Code of Ethics. It came in a memorandum found on the Library Listserv at the University of Arizona in Tucson. It is to "All Interested Parties" from Jeanne

Isacco, chair, Committee on Professional Ethics, and is dated April 1, 1994.

This committee has spent two years of hearings, study, comments, and soul searching to come up with the current revision. The committee felt the code should be the broadest statement of those beliefs which are not only held in common by all librarians but also in the highest esteem by members of the library profession. Therefore, the final revision is broad, leaving significant room for interpretation.

In addition, the committee updated the code to address concerns which are not inherent in the existing version.

"The Committee hopes to encourage Divisions, Sections, Round Tables and other Committees to develop Interpretive Statements which apply to specific groups and are based on this Code. . . . The Committee further wants to encourage members in individual libraries to use the Code, discuss the implications of each statement in it, and adopt it as a part of their institution's practices.

"The Committee . . . asks that you review this draft and forward any and all comments, criticisms and questions. Do your concerns or those of your group fit into the broad tenets of this Code? Have the significant areas been covered enough to encourage and allow further work by units?"

If you wish to comment after reading the revised code (which follows), forward your comments by June 1 to the Committee on Professional Ethics, c/o Office for Intellectual Freedom, American Library Association, 50 E. Huron, Chicago, IL 60611. The committee anticipates revising this document at the annual conference in Miami.

## ALA Code of Professional Ethics Proposed Revision, 2/6/94

I. Librarians must provide the highest level of professional service through appropriate and usefully organized resources; fair and equitable service policies; fair and equitable access; and accurate, unbiased, and courteous responses to all requests.

II. Librarians must resist all efforts by groups or individuals to censor library resources or to compromise the library's commitment to intellectual freedom.

III. Librarians must protect each user's right to privacy with respect to information sought or received and resources consulted, borrowed, or acquired.

IV. Librarians must treat colleagues with respect, fairness, and good faith and will advocate conditions of employment which guarantee the rights and welfare of all employees of the institution.

V. Librarians strive for excellence in the profession by maintaining and enhancing their own knowledge and skills, by encouraging the professional development of co-workers, by fostering the professional aspirations of current and potential students.

VI. Librarians must not advance personal interests at the expense of library users, colleagues, or the

employing institution.

VII. Librarians must distinguish between personal beliefs and their professional duty and not allow their particular views or moral judgments to interfere with fair representation of the aims of their institution or the equitable provision of information.

Do you have a copy of the current Code of Ethics? If you need one, let me know, and I will send you a copy.

## Anti-intellectualism

Montana has gained national attention in a way we do not want. Check the March 14, 1994 *New York Times* for an article by author Alice Hoffman—"Montana Meets the Middle Ages." Intellectual freedom is under attack, and we need to be continually alert. If you cannot find the article, let me know and I will send you a copy.

## "Faith in a library future"

John N. Berry III, editor-in-chief of *Library Journal*, said in the March 1, 1994 issue: "There is another library future ahead as vital as it has been in the past. The library is still and always will be the one place in the community that focuses all the knowledge of humankind, one-to-one, on the individual. It is and always will be the only place where that individual can get access to our shared cultures whether or not he or she has money to pay. Libraries will prevent us from becoming a society of hermits, in virtual communication from our private cubicles along some virtual super-highway."

## Recommended reading

Here is a book for the thoughtful reader, junior high age and older, who appreciates a look into another culture, another time: *Deep Dream of the Rain Forest*, by Malcolm Bosse. An orphaned English boy of 15 on a trip into the rain forest of Borneo shortly after World War I is kidnapped by a native Iban couple. He gains an insight into and an appreciation of his own way of life and one that is entirely different. I found it fascinating. It was listed as one of the best books for young readers reviewed in the *School Library Journal* from July to December 1993.

## GENDER EQUITY

Kathy Bramer, Specialist  
444-1952

## Upcoming events

Sexual harassment trainers from across the state will be convening May 20-21, 1994, in Helena. They will coordinate efforts, share experiences, and review training materials and curriculum. Most members of the group have completed the Sexual Harassment Training for Trainers offered through the Office of Public Instruction in January 1993.

The Office of Public Instruction and several other organizations will be sponsoring Sexual Harassment Training for Trainers in the fall of 1994. The two-day, in-depth training is targeted to school

districts wishing to develop their in-house capacity to teach students, staff, and parents in the sexual harassment field. School districts are encouraged to send teams of four to the training, which will include development of a district plan for addressing sexual harassment issues.

The training is tentatively scheduled for the following:

Helena—September 7-8  
Kalispell—September 19-20  
Missoula—September 21-22  
Great Falls—September 27-28  
Glendive—October 4-5  
Billings—October 10-11

For more information, please contact me at the number above or Pat Reichert at 444-2410.

## LANGUAGE ARTS

Jan Hahn, Specialist  
444-3714

## Significant Writing Standard

Rule 10.55.713.4 of the Montana Accreditation Standards states that "Teachers with a significant writing program, as determined by the local board of trustees, shall have a maximum load of 100 students." In May of 1993, the state Board of Public Education approved a clarification of the standard, which states, "Every school district is required to adopt a policy which includes a definition of the significant writing program, beginning with the 1994-95 school year." Regardless of the size of the grade 7-12 school, a policy must be written. This policy fits logically into the writing section of a communication arts curriculum and into board policy documents.

Call me for a packet with sample definitions. If you have written a significant writing policy, please send me a copy so I can share these new definitions with districts of approximately the same size. At this point, the Accreditation Division does not require that districts send their significant writing policies to OPI.

## NCTE in Orlando

The National Council of Teachers of English will hold its 84th Annual Convention in Orlando, Florida, November 16-21. Major speakers will include Elliot Eisner, Orlando Taylor, Sonia Sanchez, and poet Nikki Giavanni. Approximately 30 one- and two-day workshops will be held on Wednesday and Thursday, and over 400 concurrent sessions are offered Friday through Monday.

I'm looking forward to this convention because I will be co-chairing a session that features the author of a textbook on film study I used for six years at Butte High School, because I will take office as the chair of the Assembly of State Coordinators of English Language Arts, and because the discussions about national standards should be fascinating. Let's work toward a strong showing of Montanans at NCTE this November! And don't forget that the Montana Association

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(Continued from page 11)

of Teachers of English Language Arts will hold its annual convention in Billings this October during MEA days. Katy Paynich, Bozeman Senior High, is MATELA's program chair.

## English language arts standards

Those of you who have been following the news on national standards projects are aware that the U.S. Department of Education discontinued funding for the NCTE/IRA Standards Project for English Language Arts a few weeks after the second draft of the standards was made available to standards project task forces. In a letter dated April 8, NCTE executive director Miles Myers explained NCTE's position on the project:

"We continue to believe that our standards discussions across the country are making slow but certain progress toward a vision of English which is constructivist and *not* behaviorist in its commitments and which recognizes and appreciates *both* the products and processes of language. The NCTE Executive Committee will discuss various options at its April meeting. At this time, NCTE will continue developing content standards for English language arts, building upon the work of the SPELA Board and Task Forces, affiliate and other chartered task forces, and individual reviewers. It is important that you critique *Excerpts from Professional Collection #2*, suggest revisions and additional standards, and write vignettes."

If you would like copies of these draft standards, please contact me.

## Arts and English curricular framework

It is not too early to schedule a presentation explaining the Arts and English Curricular Framework for your school or consortium next fall. The framework is scheduled for publication in July. Curriculum team members will be available to provide training and awareness sessions for your inservices, after-school meetings, or conferences. The presentations will be offered all year; however, we would like to schedule as many sessions as possible before the end of January, when schools will apply for model school funding.

The Arts and English Curricular Framework was written with a grant from the U.S. Department of Education under the Fund for the Improvement and Reform of Schools and Teaching. Fourteen of these grants, called frameworks, were awarded. The purpose of the Montana Arts and English Curricular Framework is to provide outstanding models of integrated, arts-focused schools in Montana. The curriculum team discussed and wrote curriculum for a total of 12 days in Helena, September through April. The advisory committee will suggest final revisions and (hopefully) approve the framework June 13, 1994.

Model schools are the primary audience for this framework. Funds are provided for the model schools so they can implement the framework effectively and serve as

showcases for all schools interested in the arts as a curricular focus. After the model schools have piloted and revised the curriculum, developed effective structures for implementation, and tested the appropriateness of teacher training, a final framework will be published in July of 1995. Revisions and suggestions submitted by other educators and artists throughout Montana are also encouraged and will be considered for the final framework.

The Department of Education's expectation for the framework projects was that they would serve as bridges between national standards and the classrooms. To achieve that end, this framework includes integrated outcomes that derive from the **National Standards for Arts Education**, the **Montana Communication Arts Model Curriculum**, and the draft for the **NCTE/IRA Project for Standards in English Language Arts**. A copy of the **National Standards for Arts Education** will be provided as a resource for using this framework.

In the national standards movement, the term "content standards" refers to what students should know and be able to do. "Performance standards" describe the degree to which students have achieved the content standards. "Delivery," or "opportunity to learn standards," describe such items as the setting, resources, teacher training, hours, class sizes, and technology that provide the opportunity for students to meet content standards and thus perform acceptably on their assessments. In the curriculum packets of the framework, the label "learn" was selected in an attempt to avoid the confusion surrounding terms such as outcomes, learner goals and objectives, and standards. Inside the curriculum packets, the "learn" columns list specific achievement standards that can be learned through the "aesthetic encounters" and "creative acts" suggested by the curriculum cycle.

In the Arts and English Curricular Framework, one of the ways for students to achieve the standards is through a delivery mode called inquiry-based instruction. (See the NCTE journal *Primary Voices*, which devoted its April 1993 issue to inquiry.) I became even more convinced of the power and appropriateness of this method for the framework during sessions by Jerome Harste and Kathy Short at the NCTE Spring Conference in Portland this March.

The beauty of art lies in its ability to nurture in us greater understandings of life. When we finally "get it," we experience the "Aha!" "Aha!" sums up our understandings, the realization that we have made the connection, that we have glimpsed into the artist's mind and perhaps his/her cultural context, and that we achieved personal growth. The aesthetic encounters and creative acts suggested in this framework are designed so that the student will exclaim "Aha!" as he or she pursues the provocative questions inspired by the arts. An

inquiry emerges from the experiences and environments provided for the student.

Inquiry is a way to organize curriculum by topics rather than by disciplines. According to Jerome Harste, the disciplines offer an inquiry perspective and possibility. In planning an inquiry, the teacher uses a discipline as a lens on the topic under investigation. In the arts, students might pursue their particular interests by asking, for example, "What would a dancer want us to learn from the study of balance?" The critical aspect of a discipline is how it structures the world—the kinds of questions it poses, the way it goes about research, and the tools that it uses.

In addition to disciplines as sources of knowledge, the sign systems (language, music, art, movement, and mathematics) allow us "... to conceive and express, communicate and interpret, dream, record, and create our world as we think it is or as we think it might be." (Harste) Movement across and between sign systems offers new insights and new knowledge. The creative acts suggested in this curriculum ask the student to make those translations between sign systems, thus stretching higher-order thinking, problem solving, and creative thinking.

Harste and Short call the third source of knowledge "personal knowing." Because the only starting point from which children can learn is their own experience, this curriculum is designed to broaden that experience by providing powerful aesthetic encounters. It is important that environments and experiences ground the students in such a way that their inquiries will be meaningful. It's also important that their encounters and creative acts honor their own cultures and respect their personal knowing.

I hope that the glimpses into the Montana Arts and English Curricular Framework that I have been providing through this column have created enthusiasm for this project and that we will have many schools throughout Montana applying to become model schools next January. If you would like to contribute ideas to the project or schedule presentations, please contact me.

## READING

June Atkins, Specialist  
444-3664

## Montana reading program

"Reading Is A Natural," the 1994 statewide reading project, has been distributed to the librarian at your school. This year's project emphasizes the need for understanding the environment and highlights animals that live in Montana. The manual provides stories, songs, art, dance, and other activities. It is designed to be reproduced as needed. The activities can be used to develop themes and to integrate curriculum studies.

The calendar of summer reading activities incorporates the theme

"Reading Is A Natural." A master copy of the calendars was sent to each building principal, supervising teacher, and county superintendent. These materials, to be reproduced for each student, encourage family involvement in reading, writing, and thinking activities throughout the summer. Students completing the activities will receive a "Reading Is A Natural" certificate.

## Readers' choice program

Ballots for "Reading Under the Montana Skies," the State Reading Council Readers' Choice Program, are due by July 10. Have students read or listen to at least two of the titles from the book list and vote for their favorite book. Send the tallied results to *Montana Reading Journal*, 2012 Mariposa, Billings, MT 59102. The names of all teachers who mail tallies by June 10 will be entered into prize drawings. Winners will be notified by July 15.

For copies of the ballots and book lists, contact me at the number above or a member of the Montana State Reading Council. The book lists were published in the March/April issue of *Montana Schools*.

Please encourage your students to read and to visit their libraries this summer. And don't forget to put reading on your list of summer activities!

## Keats Foundation minigrants

The Ezra Jack Keats Foundation has announced for the sixth year the availability of minigrants to help public and school libraries instill a love of literature in children. School libraries may apply for \$250 minigrants for programs or projects relating to the work of famed author and illustrator Ezra Jack Keats. Programs that qualify for consideration include innovative or noteworthy workshops, lectures, seminars, and festivals. Programs targeted at parents and preschool children also will be considered.

Applications for proposals are available by sending a self-addressed, stamped envelope to Ezra Jack Keats Minigrants, 450 14th St., Brooklyn, NY 11215. Proposals must be postmarked no later than **September 15, 1994**.

## Reading notables

June 1994: "Storytime" to premiere on PBS. Contact your local PBS station for dates and times. The stations will be supplied with book lists, posters, and information so teachers and librarians can use "Storytime" as part of a summer reading program.

July 2, 1994: National Literacy Day.

September 1994: Library Card Sign-Up Month.

September 8, 1994: International Literacy Day.

September 24-October 1, 1994: Banned Books Week.

November 14-20, 1994: Children's Book Week, "Books For Everyone/Everyone For Books."

## Professional growth opportunities

Are you looking for professional growth opportunities this summer?



You might be interested in some of these:

Whole Language Umbrella Conference: San Diego, CA, July 14-19, 1994—contact Mike Ford (716-526-4601) or June Atkins (444-3664).

Study Whole Language in New Zealand: two workshop study tours to choose from—July 15-29, and July 29-August 13.

International Reading Association's 15th World Congress: Buenos Aires, Argentina, July 19-22.

Information about other summer meetings and conferences is available in *Reading Today*, April/May 1994, page 41-42, or contact me at the number above.

## Upcoming conferences

Five Valleys Reading Conference: Missoula, U of M, October 1, 1994—contact Dave Christensen (273-6141).

Montana State Reading Conference: October 20-21, 1994, Helena, Colonial Inn—contact Kathie Elder (442-5550) or June Atkins (444-3664).

Montana Early Childhood Conference: Holiday Inn Parkside and Village Red Lion Inn, Missoula, October 28-29, 1994—contact Jim Love (549-9369).

IRA Conference, Anaheim, CA, April 30-May 5, 1995.

10th Rocky Mountain Regional Conference: Billings, October 20-21, 1995—contact June Atkins (444-3664) or Barbara Walker (657-2091).

## SOCIAL STUDIES

Linda Vrooman Peterson, Specialist  
444-5726

## Good news for Montana history and geography teachers

A new Montana history textbook is in progress: *Montana: A State of Treasures*. Mike Mullowney, a history teacher at Absarokee, has been working with the Billings Gazette (Lee Enterprises) to publish a Montana history textbook for middle and junior high school levels. The project is in full swing, with an expected completion date of fall 1995. Roger Clausen, a Montana historian, will author the piece. Mike Mullowney, along with other teachers, will develop teaching materials to supplement the book. Mullowney envisions this work as the first in a series of textbooks for teaching about the state.

Montana history teachers have been designing and collecting their own teaching materials and creating units based on these resources and outdated editions of textbooks. As has been discussed before in this column, it isn't a lack of information on Montana that seems to be the problem. What has been missing thus far have been adequate curriculum guidelines and current textbooks. The *Montana Social Studies Model Curriculum Guide* provides suggested scope and sequence for teaching and learning about Montana. *Montana: A State of Treasures* will provide a common text from which to develop interest in the study about ourselves.

## Centennial Bell Award

Teachers may be nominated for the Fifth Annual Montana Statehood Centennial Bell Award, established to honor a Montana teacher in grades 4-8 who best teaches Montana history.

Each applicant will submit a two-page essay describing his or her approach to and experiences in teaching Montana history during the 1993-94 school year. Entries will be judged on student participation, originality, and creativity. Include three letters of support: one from an administrator; one from a parent; and one from a student.

The winning teacher and class will travel to Helena to ring the Montana Statehood Centennial Bell in the State Capitol for 60 seconds on Montana Statehood Day, Tuesday, November 8, 1994, at 10:40 a.m. The teacher and class will be honored in a special ceremony, be escorted on a tour of the Montana State Capitol, and have lunch in Helena.

The teacher will receive a bell-shaped plaque and \$1,000 to provide reimbursement for lunch, bus mileage to and from Helena, and the purchase of Montana history books for the school library.

Entries should be postmarked no later than October 7, 1994. Send entries to Linda Vrooman Peterson, Office of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501.

The award is sponsored by KRTV, Great Falls; KXLF, Butte; and KPAX, Missoula and is administered by the Office of Public Instruction. Further information is available from project coordinator Norma Ashby in Great Falls (453-7078).

Previous winners of the award were Sherri O'Day, fifth-grade teacher at Our Lady of Lourdes School in Great Falls; Cliff Nelson, eighth-grade teacher at Seeley Lake Elementary School; Mary Cornett, fourth-grade teacher at Choteau Elementary School; and Jim Schulz, seventh-grade teacher at Helena Middle School.

## NATIONAL DIFFUSION NETWORK Patricia B. Johnson, Specialist 444-2736

Highlights of some proven NDN programs are listed below. Dates are given for scheduled training sessions; all other training is to be arranged.

*ADAPTING for the Learning Disabled Adolescent* helps regular classroom teachers in all content areas, grades 6-12, assimilate students with learning disabilities without taking an inordinate amount of time from the regular students.

*Classroom Management and Organization Program (COMP)* provides teachers in all content areas, grades 1-9, with classroom management skills upon which to build instruction. Use of the program improves student behavior and academic achievement.

*Project CLIMB* provides a hands-on approach to developing materi-

als, activities, and strategies to integrate the teaching of reading, writing, and thinking across the curriculum, K-12.

*CRISS: CReating Independence through Student-owned Strategies*, provides fun and motivating study strategies that are used in all content areas in grades 4-12. CRISS training will be offered August 4-6, 1994, at Western Montana College.

*FISHBANKS*, an engaging group simulation assisted by a micro-computer, creates profound insights into a major environmental issue. Designed for grades 9-12 and college, this simulation can be used for interdisciplinary, science, economics, or social studies classes.

*FOR SEA: Investigating Marine Science* is an interdisciplinary, activity-oriented, marine science program with grade-level specific units. At the high school level, the grade-level specific units are available in both biological and physical oceanography. Training will be offered at Western Montana College, June 30-July 1, for K-12 teachers.

*Investigating Environmental Issues and Actions* teaches students to evaluate both scientific and social aspects of environmental issues in their own communities. The interviewing, decision-making, and critical-thinking skills taught sometimes lead to citizenship action. A six-day workshop with two graduate credits is being planned for grade 7 and 8 Montana science and social studies teachers.

*Junior Great Books* involves students in intensive interpretive reading, discussion, and writing. Although available for grades K-12, only the third-grade materials have been validated by the NDN. Data is being gathered for validation of the other grade levels.

*KITE: Kindergarten Integrated Thematic Experiences* is a success-oriented, integrated kindergarten curriculum that uses developmentally appropriate thematic units for preschool through grade 1. KITE training will be offered as C&I 455 at the University of Montana in Missoula, June 13-17, 1994. For more information, call Carol Gauthier (721-1187).

*Life Unworthy of Life* is a self-contained holocaust curriculum unit designed for infusion into high school history courses. The program uses innovative classroom exercises to help students examine contemporary issues of prejudice, racism, and democratic values. *Project Success* reaches the whole child, grades 2-8, through reading, writing, and artistic expression. Call me for a list of the many classes scheduled this summer.

*Stones and Bones*, an interdisciplinary laboratory approach to the study of fossils, meets the needs of all ability levels of students, grades 7-12, in biology, earth science, and physical anthropology. A one-semester credit course will be offered at Western Montana College, August 4-6, 1994.

*Talents Unlimited* improves critical and creative thinking skills. Students learn that there are many ways to express their intelligence.

Talents Unlimited training for grades 1-6 is scheduled as follows:

June 13-15, UM, Missoula, Bev Flaten, 255-3844.

June 20-22, EMC, Billings, Cheryl McCall, 255-3862.

June 22-24, EMC, Billings, Cheryl McCall, 255-3862.

July 7-9, NMC, Havre, Suzi Flentie, 538-2366.

*Teaching Activities for Language Knowledge (TALK)* is an innovative instructional program that improves expressive and receptive oral language skills in grades K-3.

Please call me at the above number for more information.

## BICYCLE/PEDESTRIAN SAFETY Mary Cheryl Larango, Specialist 444-0516

## Award recipients

Roger and Sharon DiBrito, Regional traffic education trainers and master teachers of the Elementary Traffic Education Program, received the Monte Dolack "Going to the Sun" Bikecentennial poster framed with a special recognition plaque at the 25th Annual Montana Traffic Education Conference this spring. This presentation recognized their work over the past 15 years in developing the traffic education curriculum and training teachers. Montana is very fortunate to have them as dedicated teachers of children and adults. They continue to work in the development of a preschool, middle, and high school teacher training program with OPI's Division of Traffic Education.

Bill Wyatt was also honored. After the death of his son in a bicycle/vehicle crash, Bill took a leading role in bicycle safety. He special-ordered a trailer, designed a storage system, and outfitted it with 16 Schwinn Predator bicycles and 30 helmets. He made this trailer available to the Stevensville School District, where his son was a student. This trailer has been the key to providing on-bike education for many area students, and it served as a model for the state bicycle safety trailer. Bill, who enjoys fly fishing, received the Monte Dolack "Montana Grayling" print with a commemorative plaque.

## Seeing and being seen— suggested activities

Bright, highly visible clothes, especially jackets, rain gear, and shirts or blouses, help children to be seen when walking or bicycling. Have a "Conspicuity Day": Encourage students to wear the brightest, most highly visible colors they can find. Have a class contest to see which students are easiest to see. Discuss why the winners' clothes are best.

One reason many people do not see a child walking or bicycling is the difference in size. Some motorists are only looking for big objects. Even a small car is much bigger than a child. But how much bigger? Using a cloth tape measure, deter-

(Continued on page 14)



(Continued from page 13)

mine the approximate frontal surface of an average-sized child in your class, (height times width), then measure the frontal surface area of an average car. To find out how many times bigger the car is, use this formula: Divide the frontal surface area of the child into that of the car (FSA car/FSA child). This will tell you how many times bigger the car is.

## Walking warnings

The following are significant injury risk areas for children. Diagrams illustrating each of these scenarios are available from my office. These diagrams can help with the definitions.

Define the following for students:

**Dart-Out:** The pedestrian appears suddenly, usually from between parked cars.

**Intersection Dash:** A person runs across the intersection, is seen too late by a driver, and is struck.

**Vehicle Turn-merge:** The driver, concentrating upon turning into or merging with traffic, fails to see the pedestrian.

**Multiple Threat:** A vehicle stops for a pedestrian who is crossing, and the halted vehicle blocks the pedestrian from the view of the driver of an overtaking vehicle.

**Bus Stop Related:** A pedestrian crosses in front of a stopped bus, which screens him from the view of the driver of an overtaking vehicle.

## Crossing sequence

Use the pedestrian crossing sequence to be safe:

Stop at the edge of the roadway and again at the edge of a visual barrier. Look left, right, left for approaching traffic. Look back when at an intersection and sweep forward. When clear, move out to cross and keep looking. Be sure to stop at the edge of the stopped car in a Multiple Threat situation. Wait until you can see around a stopped bus.

Practice this crossing sequence with your students every time you walk with them. For more information, please contact a regional traffic educator in your area or call my office.

## TRAFFIC EDUCATION

Curt Hahn, Specialist  
444-4432

## New MTEA president

Terry Grant, driver education teacher, Box Elder High School, was elected president of the Montana Traffic Education Association (MTEA). MTEA, the professional association for Montana teachers of high school driver education, has a membership of over 150. Terry will serve a three-year term of office. He believes traffic education is a vital accident prevention program and should be started early in a child's educational years. He says driver education instills survival skills that are used for a lifetime. Congratulations, Terry!

## Outstanding traffic educator

James Carroll, a Conrad High School driver education teacher, was selected as the 1993-94 Outstanding Traffic Educator. According to Paul Stenerson, principal of CHS, "... Jim continues to masterfully teach, organize, supervise, and improve our Driver Education Program. ... I have worked 25 years as a high school principal and have never seen anyone that would even compare with Jim's dedication and effectiveness in Driver Education. ... We have complete confidence in Mr. Carroll's abilities. ... He actually administers our entire program and keeps us in line and up to date on Driver Education. ... He is truly outstanding and deserves to be recognized as Traffic Educator of the Year." Jim received his award at the annual State Traffic Education Conference, April 24, 1994, in Lewistown.

## Advanced Driver Education workshops

If you are interested in attending one of this year's Advanced Driver Education Workshops and in earning one semester credit, please contact Karen Mulcahy (444-3126) to reserve your workshop date.

## Cooperative Driver Testing Program

If you are interested in becoming involved in the new Cooperative Driver Testing Program (CDTP) and in becoming certified to test, and subsequently waive, the knowledge and driving tests for students who successfully complete your driver education courses, please contact me at the number above.

## 38th annual ADTSEA conference

Direct your attention and set your course to attend the 38th Annual American Driver and Traffic Safety Education Association (ADTSEA) Conference. There will be programs on Secondary Traffic Education, Higher Education, Adult Driver Improvement, Elementary Education, Administration & Supervision, Research and NSSP. The conference takes place August 7-10, 1994.

## Driver education reimbursement

Submit your reimbursement request forms to OPI's Division of Traffic Education UPON COMPLETION of EACH program you conduct. Thanks!

## Traffic education films & videos

To order traffic education films and videos, contact Mike Schulz, Western Montana College, Carson Library, 710 S. Atlantic, Dillon, MT 59725 (phone: 1-800-WMC-MONT or 683-7541; fax: 683-7493).

## Teacher approval renewal

If your teaching certificate expires this June, so does your approval to teach traffic education. If you need an application to renew or other assistance with your certificate, call Karen Mulcahy (444-3126).

## Have you moved or retired?

Do you wonder why you haven't been receiving our mailings? Please send us your new address and phone number so we can update our records. If you are planning to

retire at the close of this school year or know of another traffic educator who is, please let me know as soon as possible.

## PUPIL TRANSPORTATION

David Huff, Specialist  
444-4396

## Handrails grab kids

Once again, attention is being drawn to the problem of school bus handrails and current children's clothing fashions. This time, the National Highway Traffic Safety Administration is asking that all school bus owners make sure their bus handrails are not a problem. Almost all buses need to be fixed. Call your bus manufacturer to see if your buses are involved. Manufacturers are providing the adjustment free or at a very small cost. The consequence for failure to fix the problem can be deadly.

## MAPT workshop reminder

If you haven't yet registered for the Montana Association for Pupil Transportation Summer Workshops in Billings, June 22-24, please do so soon. Offerings include sessions for drivers, mechanics, and administrator/supervisors.

Dr. Linda Bluth, nationally recognized expert on special education transportation law, will be there, along with many other state and national authorities. Learn how Montana will respond to the new drug and alcohol testing regulations. Hear from a national expert about a school bus student behavior program that really works. Find out about the new electronic diesel engines for school buses—and much, much more.

## Western states conference

*School Transportation News*, in conjunction with the western states pupil transportation directors, is offering a new student transportation learning opportunity. To be held at the Tropicana Hotel and Resort in Las Vegas, July 24-27, 1994, this conference will break new ground in integrating and responding to the many and varied issues that challenge the student transportation industry. To register, or to learn more about the opportunity, call 310-792-2226 and ask for Colette.

## Summary of passenger van issue

In a March mailing to schools, I provided school districts with a legal memorandum by OPI legal counsel Kathleen Holden concerning the use of vans by school districts. The conclusion of this memorandum states, "A van designed to carry more than nine (9) passengers used by a Montana school district to transport pupils to and from activity events must meet the bus standards adopted by the Board of Public Education."

Basically, the law provides that any vehicle which transports students to and from a public school is a school bus except for vehicles exempted by MCA 20-10-101 (2) (b). Those exemptions

include vehicles carrying nine or fewer passengers and over-the-road passenger coaches used only to transport students to activity events. (The law should be read verbatim in order to catch all the technicalities.)

In 1984, the state attorney general was asked if a 14-passenger van which carries students to an activity event is a school bus. The answer was yes. The van size classifies it as a school bus, but its construction disqualifies it as a school bus because it does not meet the standards adopted by the Board of Public Education.

In a report to the state directors of pupil transportation services last fall, a representative of the National Highway Traffic Safety Administration stated it is against federal law for a dealer to sell a school van (non-school bus) if it is to be used to transport children. (It is acceptable to transport staff or cargo.) While the van may not have been sold to the school legally, the school's continued use is dictated by state law.

After numerous questions by school districts, OPI decided to be the messenger and to review and recommunicate the issue. This was done in the spirit of assistance for the development of transportation policies and practices consistent with sound risk management.

Deputy Superintendent of Public Instruction Jack Copps has invited schools to seek an updated attorney general opinion. This might give further clarification to what is considered an exempted "over-the-road coach." Also, it is rumored that the next legislature may be asked to include vans in the non-school bus exemption.

## EARLY CHILDHOOD

June Atkins, Specialist  
444-3664

## Early childhood competency

The Montana Board of Public Education, during its March meeting, established a new class of recognition of specialized preparation, the "Area of Permissive Special Competency." A permissive special competency in early childhood education as an add-on to elementary education certification was approved under this new classification. This recognition can be obtained by the completion of a minimum of 20 semester college credit hours in early childhood education as approved by the Board of Public Education.

## Partnership projects

The African proverb, "It takes a whole village to raise a child," is exemplified in the Polson Partnership Project in Polson and the Roosevelt Family Resource Center, Missoula. These projects are expanding the walls of the school and the boundaries of their communities through the collaboration of educational, health, and other services for children and their families.

The Polson Partnership Project is



located at Cherry Valley School, Polson. The project, funded by a grant from the Montana State Board of Crime Control, views children as part of a family unit rather than in isolation. It recognizes that what affects the family impacts the child's well-being.

The project's Family Resource Center strives to help young children get a healthy start in life and in school. Among the program's objectives are involving parents in their children's education and development, providing teacher training and consultation, early intervention services to at-risk children and their families, and incorporating cultural enrichment activities into the regular classroom curriculum. (You can read more about the project in the September/October 1993 issue of *Montana Schools*.)

"Family" is the key word of the Roosevelt Center, which is located at the Roosevelt School in Missoula and directed by Barbara Riley. This is a pilot program which emphasizes that schools can be a place where information and family come together. The project is an example of blended funding. The project is funded by a three-year grant through the Missoula Women's Opportunity Resource Develop-

ment (W.O.R.D.), and by the Missoula School District No. 1 Adult Education/Parent Enrichment program. Susanne Davey, the parent outreach specialist, converted a small room at Roosevelt School into a "parent's lounge." The Roosevelt Center provides coffee and snacks, a phone, use of a computer, child care, and a place for parents of Roosevelt students to visit. Davey presents information about Missoula agencies that offer a variety of services for families. Classes for parents are also part of the program. Future plans include home visits to invite every family to participate, classes and workshops suggested by the parents, and increasing the project's visibility in the community.

Yes, it does "take a village to raise a child." Please send examples of projects your school is doing to coordinate services for family and children to June Atkins, Office of Public Instruction, P.O. Box 202501, Helena MT 59620-2501 (444-3664). We will share your project with other Montana educators in future *Montana Schools* articles.

(Information on the Polson Partnership Project was adapted from an article by Debbie Hamilton, published in *The Early Childhood Connections*, Early Childhood

Project, Montana State University, Spring 1994. Information on the Roosevelt Family Resource Center was adapted from an article by Barbara Riley, "Turf busting and Family Friendly Schools," published in *Currents*, School District No. 1, Missoula; also published in *The Early Childhood Connections*, Spring 1994.)

## LAW-RELATED EDUCATION Lorrie Monprode-Holt Program Director 444-2979

This January, Gary Racine of Browning, Georgia Howe of Lodge Grass, Willie Wright of Arlee, and I presented at the American Bar Association's Special Committee for Youth Education for Citizenship's Leadership Conference. Our session discussed plans for, and development of, the Office of Public Instruction's Law-Related Education (LRE) curriculum project.

Gary Racine and I were also invited to present model lessons from the curriculum at the National Institute for Citizenship Education and the Law, held in Washington, D.C.

The Office of Public Instruction's

Law-Related Education Program is planning to distribute draft lessons from the Law-Related Education Model Curriculum some time this May. If you are interested in testing and critiquing some of the draft lessons, please call Katie Vaughan, LRE program assistant (444-0906).

This summer, OPI will offer two LRE institutes. The basic LRE training and leadership training institute will be held July 11-14. The second institute, to be held August 8-11, will be the Second American Indian LRE Institute. The curriculum will be a major part of this institute.

Both institutes are open to teachers, law enforcement officers, attorneys, and others interested in becoming involved in LRE. A limited number of scholarships will be available. For more information, please contact Katie Vaughan.

Three LRE workshops will be offered through Eastern Montana College and Western Montana College. Contact the continuing education departments at these colleges for information concerning the workshops. You can also contact Sue Suiter (628-7911) regarding the two EMC workshops or Terri Miller (756-4560) regarding the WMC workshop.

## Bulletin Board

Listings in the Bulletin Board do not necessarily imply endorsement by the Office of Public Instruction.

### WORKSHOPS/SEMINARS

**Sex offender treatment symposium**  
During a six-month period in 1993, Juvenile Corrections conducted a pilot project in Helena, Missoula, Bozeman, Kalispell, Libby, and Great Falls. One purpose of the pilot project was to assess the availability and range of community-based services for sexually offending youth. All six communities expressed a significant need for these services. The most common reasons for the lack of community-based services for sexually offending youth were 1) unavailability of trained outpatient therapists, 2) lack of payment source for comprehensive treatment, and 3) concerns over liability in assuming responsibility of treating sex offenders in the community.

Fear was a dominant emotion expressed in attempting to deal effectively with offenders at the community level. In a study completed in 1989 by the Utah Governor's Council on Juvenile Sex Offenders, it was discovered that 43 percent of child sexual abusers were victimized by juvenile perpetrators themselves. The harmful effects of sexual victimization are often long term, with many victims suffering negative effects throughout their

lives. The insidious cyclic nature of victims becoming offenders further underlies the need for effective interventions into the lives of these youth.

Fortunately, there is considerable knowledge and experience available that can effectively alter offending behavior. What is lacking is a comprehensive plan to systematically and consistently address the issues statewide.

The Montana Sex Offender Treatment Association, Probation Association, private providers, state agencies, and nonprofit organizations will be holding a Sex Offender Treatment Symposium on June 17, 1994, in Great Falls.

The symposium will draw upon national and state experts to discuss the judicial process, sex offender evaluation, and effective treatment in both in-home and out-of-home settings. The symposium will produce a working document which will provide a blueprint for the development of care in our communities and state. For more information, contact Larry Stednitz, Shodair Hospital (800-447-6614 or 444-7581).

### Writing workshop

The Profile Approach to Writing (PAW) program provides staff development for English/language arts teachers and for other teachers interested in writing across the curriculum. Approved and funded by the National Diffusion Network, the PAW program includes one to five days of training according to the school district's and teachers' needs.

PAW also incorporates a whole language approach and strengthens critical thinking, creative thinking, and strategies for gifted and at-risk students. In addition to inservice training, PAW will schedule programs in your area for a week of training during the summer of 1994. Contact Susan Vammen, Program Coordinator, Profile Approach to Writing, 1701 SW Parkway, Suite #102, College Station, TX, 77840 (409-764-9765).

### A woman's place is . . . in the curriculum

A multicultural approach to incorporating women's history into the K-12 curriculum will be the focus of a workshop conducted by the National Women's History Project, July 25-28, 1994, in Rohnert Park, California. One or two units of credit are available. Registration closes July 1. Enrollment is limited.

The workshop offers intensive women's history training designed for K-12 classroom teachers, library and curriculum coordinators, and gender equity and multicultural specialists. Participants will learn practical ways to use women's history to achieve educational equity in gender, race, and national origin. Registration is \$350. Contact the National Women's History Project, 7738 Bell Rd., Dept. P, Windsor, CA, 95492 (707-838-6000).

### School-to-work

The School-to-Work Opportunities Act presents new challenges to educators. The Reshaping Voca-

tional Education workshop offers a chance to hear from researchers and practitioners about innovative programs and to work with others on some of the tough questions facing vocational education and school-to-work programs. The workshop will be held July 17-21, 1994, in Berkeley, California.

Contact Lauren Jacobs, Center for Law and Education, 955 Massachusetts Ave., Cambridge, MA, 02139, (617-876-6611).

### OPPORTUNITIES

#### Professionals-in-residence

Are you an accomplished policy maker, academic or vocational leader, business or labor executive, aspiring international leader, or other professional in an area that relates to work force preparation? Do you have a vision for reshaping education-for-work strategies? Are you interested in working with top researchers and practitioners in vocational education? The National Center for Research in Vocational Education (NCRVE) offers a unique opportunity to pursue these goals by working with NCRVE staff as a professional-in-residence.

Contact NCRVE Professionals-in-Residence Program, Office of Professional Development, Virginia Tech, 332 Lane Hall, Blacksburg, VA, 24061-0254 (703-231-5847 or 703-231-7337).





## Prereferral process

(Continued from page 4)

should include the number of students brought to the prereferral team, demographic and academic information on each child, reasons for the prereferral, specific strategies used to assess the situation, and specific interventions attempted with the duration of each and outcome of the prereferral efforts.

The prereferral process will be worthwhile only if it is carefully planned, if it is carried out by a team representative of the school's teaching staff, and if detailed records of both process and outcome are kept. ■

—Mary Susan Fishbaugh, Assistant Professor, Department of Special Education and Reading, Eastern Montana College, Billings

John M. Dodd, Professor, Department of Special Education and Reading, Eastern Montana College, Billings

Vernon Barkell, Director, Yellowstone-West/Carbon County Cooperative, Laurel

## CSPD teams

(Continued from page 5)

Billings and beyond Lewistown. The core team has met three times and has already embarked upon three substantial efforts. First, the team collaborated with the regional Montana Council of Administrators of Special Education (MCASE) chapter and Eastern Montana College to sponsor a free two-and-one-half-day workshop on practical inclusionary practices. The workshop will be held at Eastern Montana College, June 15-17, 1994. It will focus on pragmatic tools used by teachers who are successfully implementing inclusionary programs.

Second, the team is organizing a "MENU" of presentations and presenters to provide quality inservice to districts within the region at no cost. This process includes contacting and surveying all the districts and coordinating custom-made presentations for their needs. It is envisioned that this "MENU" will eventually grow in both the number of presenters and the range of topics available.

Also, the team is engaging graduates of special education programs in the state's institutions of higher education in dialogues about how they perceive their preparation for the realities of working in special education in public schools. The team is hoping to share this feedback with the institutions of higher education in an effort to assist in the further development of quality training programs in the state.

The Region IV team is excited about the potential impact it may have. Contact Leonard Orth (252-4022) for additional information.

### Region V: Northeast

Members of the Region V (northeast) CSPD Team face heightened challenges in their attempt to facilitate the development and refinement of the region's comprehensive system of personnel development. The Region V area is comprised of more than 70,000 square miles. It is characterized by scarce resources and, in many cases, isolation.

The team began the strategic planning process in December 1993 with the assistance of Dr. Harvey Rude, who acted as facilitator. The regional team has been divided into area subcommittees to generate and implement strategies relating to the team's priority goals. Priority goals include: 1) to enhance the communication and knowledge of local school district leadership; and 2) to improve the communication effectiveness of school boards, professional and parent associations, paraprofessionals, and various service providers and their agencies.

The team will reconvene in June to continue the strategic planning process. Contact Diane Fladmo, Prairie View Special Services Cooperative (365-5446) for additional information. ■

## Accommodating ADD students

(Continued from page 9)

keyboard skills.

- Allow the student to tape record assignments or homework.

### Socialization

- Praise appropriate behavior.
- Monitor social interactions.
- Set social behavior goals with the student; implement a reward program.
- Prompt appropriate social behavior either verbally or with a private signal.
- Encourage cooperative learning tasks with other students.
- Provide small group social skills training.
- Praise the student frequently.
- Assign special responsibilities to the student in the presence of a peer group so others observe the student in a positive light.

# CALENDAR

## May 1994

20-21: Migrant Education Conference, Billings—Pat Wade, OPI, 444-2509

22-26: NASDTEC Annual Conference, Chicago, IL—Don Freshour, OPI, 444-3150

## June 1994

6-30: Advanced Driving Full-Day Workshops, Lewistown—Curt Hahn, OPI, 444-4432

9-10: Montana Prevention Caucus Retreat—Patrick Smith, 444-2555

13-15: With Liberty and Justice For All, Introductory Workshop, Billings—Sue Suiter, 245-2513

13-17: Montana Agricultural Education Update Conference, Sidney—Leonard Lombardi, OPI, 444-4451

13-16: Montana Institute for Effective Teaching of American Indian Children, Billings—Bob Parsley, OPI, 444-3013

13, 20, 27: Advanced Driving Half-Day "Refresher" Workshops, Lewistown—Curt Hahn, OPI, 444-4432

14-21: Montana Art Education Institute and Montana Creative Writing/Drama Education Institute, Missoula—Montana Alliance for Arts Education, 257-3241 or Julie Smith, OPI, 444-4442

16-17: Mandt Training, Kalispell—Linda Beadle, OPI, 444-5661

16-18: Montana Association of Bilingual Education Parent Institute and Conference, Billings—Lynn Hinch, OPI, 444-3484 or Minerva Allen, Hays School, 673-3122

20-22: With Liberty and Justice For All, Advanced Workshop, Billings—Sue Suiter, 245-2513

22-24: Montana Assoc. for Pupil Transportation Summer Workshops, Billings—Helen Hagan, 454-6776 or David Huff, OPI, 444-4396

24-July 2: "In the Shadow of the Rockies," Summer Geographic Institute, 7 Lazy P Ranch near Choteau—Linda Vrooman Peterson, OPI, 444-5726

26-July 2: Helen Keller Deaf-Blind Awareness Week—Francisco Roman, OPI, 444-4426

## July 1994

11-14: Law-Related Education Training the Trainers Institute,

Helena—Katie Vaughan, OPI, 444-0906

11-30: Advanced Driving Full-Day Workshops, Lewistown—Curt Hahn, OPI, 444-4432

21-22: Certification Advisory Council (CSPAC) Helena—Peter Donovan, Administrator, 444-0301

## August 1994

1-4: Montana School Food Service Conference, Billings—Gary Watt, OPI, 444-2501

1-6: Advanced Driving Full-Day Workshops, Lewistown—Curt Hahn, OPI, 444-4432

8-10: American Indian Law-Related Education Institute—Katie Vaughan, OPI, 444-0906

8-10: Home Economics Teachers' Update Conference, Lewistown—Laurie Potterf, OPI, 444-2059

18-19: Mandt Training, Helena—Linda Beadle, OPI, 444-5661

## September 1994

17-18: Made For Excellence, Billings—Leonard Lombardi, OPI, 444-4451, or Laurie Potterf, OPI, 444-2059

21-22: Mandt Training, Great Falls—444-5661

24-25: A Positive Lifestyle for Ultimate Success (A+), Great Falls—Laurie Potterf, OPI, 444-2059, or Leonard Lombardi, OPI, 444-4451

28-30: Chapter 1 Fall Conference, Billings—Gwen Smith, OPI, 444-5660

## October 1994

4-7: Montana Conference on Developmental Disabilities, Billings—Developmental Disabilities Division, 444-2995

7: Statehood Centennial Bell Award applications due—Linda Vrooman Peterson, OPI, 444-5726

20-21: MEA Instruction and Professional Development Convention, Billings—Eric Feaver, Montana Education Assoc., 442-4250

20-21: Montana State Reading Conference, Helena—June Atkins, OPI, 444-3664 or Kathie Elder, 442-5550

27-29: Early Childhood Conference, Missoula—Jim Love

### Children and Adults With Attention Deficit Disorders (CH.A.D.D.)

CH.A.D.D. is a non-profit organization comprised of parents, health-care professionals, and educators. CH.A.D.D. helps individuals with ADD and their families through family support and advocacy, public and professional education, and encouragement of scientific and educational research. CH.A.D.D. is working at the local, state, and national levels. For more information on CH.A.D.D., refer to part 1 of this article in the March/April 1994 issue of *Montana Schools*. ■

—Maribeth Goodrich is the secretary/treasurer of CH.A.D.D. of Helena and the mother of a 16-year-old son with ADD. She has worked as a secretary in Montana's educational system for over 14 years.

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